



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Quality School Development Policy Progress Report

BP 6005

October 1, 2014

v2.0

QUALITY SCHOOL DEVELOPMENT POLICY: PROGRESS REPORT OCTOBER 1, 2014

POLICY HISTORY

The Quality School Development Policy was established in March 2013 by the Oakland Unified School District in an effort to memorialize a set of key levers necessary to support the continuous improvement of all Oakland Public Schools. These levers, outlined in the policy, were intended to provide the infrastructure necessary to develop high quality community schools.

Original Policy: March 2013

SECTION 1: Standards and Goals

SECTION 2: Assessing Schools Based on Standards and Goals

SECTION 3: Collaborative Site Planning Process

SECTION 4: 3-Year Strategic Site Plan

SECTION 5: Establishment of an Oakland Innovation Fund for Intensive Catalyze Implementation of Improvement Plans

SECTION 6: Use of Facilities by Charter Schools

The policy, as revised in August 2014, combines the goals of the previous Sections 2 and 3. The *revised* policy introduces a new Section 3 focused on calling for the establishment of a process to provide intensive support of high needs schools. The policy, as revised, also re-directs the goals of Section 5 (now Section 4) the establishment of an Oakland Innovation Fund, to support the intensive supports for High Need Schools. The policy, as revised removes the section regarding facility use, as this is already contemplated in the District's Asset Management Policy.

Revised Policy: August 2014

SECTION 1: Standards and Goals

SECTION 2: Assessing Schools, Strategically Planning, Developing a School Improvement Plan

SECTION 3: Collaborative Process for Intensive Support of High Needs Schools

SECTION 4: Establishment of an Oakland Innovation Fund for Intensive Supports of High Needs Schools

The progress report of October 1, 2014 contemplates the Quality School Development Policy as previously written which articulates four aspects of the continuous improvement process. The subsequent progress report, scheduled for February 2015 will provide an update on the implementation of the policy based on its revised language. Naturally, the original policy language and the *revised* policy language maintain many identical or similar goals.

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SECTION 1

Standards and Goals

OVERVIEW

The policy seeks to ensure that the District establish and maintain standards of quality for all schools. Additionally, the policy seeks to ensure that the District establish goals and targets to measure the performance of schools towards meeting these standards.

As part of the 2011 Board Adopted Strategic Plan, the Board of Education adopted a set of School Quality Standards. These quality standards can be accessed by clicking [here](#). These standards have been incorporated into many aspects of the District's practices, policies and procedures. This includes the Leadership Dimensions rubric used to help guide the development of principals and other key leaders; the Social & Emotional Learning Framework; the Family Engagement Standards; the structure of the School Site Plan; and the District's annual "Honoring Our Own" awards ceremony, among others.

Beginning in 2011-12 school year, the District began to refer to a set of goals and targets as the Balanced Scorecard for schools. These indicators were selected based on the District's Strategic Plan and based on research into the indicators most likely to correlate to student achievement and progress towards College, Career & Community Readiness. Over the subsequent two years, a process was engaged to develop and ratify a District Balanced Scorecard, and to refine the School Balanced Scorecard. As part of the development of the Local Control Accountability Plan (LCAP) in spring 2014, the Board of Education adopted a revised District Balanced Scorecard aligned to the LCAP. The District Balanced Scorecard can be accessed by clicking [here](#). Additionally, each school received a School Balanced Scorecard report in August 2013 and again in August 2014, based on these indicators.

PROGRESS REPORT UPDATE

Two developments are presented here in this report.

UPDATE #1: Balanced Scorecard towards a School Performance Framework

Tiered Intervention is a common approach to differentiating the supports provided to students or schools in order to assist in their improvement efforts. It considers what supports will all students or schools receive and what supports will select schools receive based on where they are in their Tier. In order to provide much needed intensive supports to the highest need

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schools, as well as differentiated supports to all schools, the District must develop a system for Tiering its schools. This system would result in grouping schools such that they can receive appropriate levels of support. This is much like the process of grouping students within the classroom to provide appropriate levels of instructional support. **A policy of equity would emphasize that in order for all students or schools to meet the same goals and standards, different levels of support must be provided, based on each student's or school's different needs.**

In 2007, Oakland Unified School District engaged a "Tiering Process." However, at that time the administration contemplated only a limited set of indicators, initially focusing almost exclusively on State test scores. That process, while driven by similar goals to differentiate support, lacked the balance of a broad range of indicators necessary to more effectively understand the needs of schools. Additionally a systematic Continuous School Improvement Process was lacking to hold the differentiated supports schools were supposed to receive. Today, the District has established a balanced set of key indicators, through a series of engagement efforts, including the 2014 LCAP process. Additionally, as outlined in this progress report, the District is well on its way in the establishment of a systematic Continuous School Improvement Process.

District staff has begun an effort to analyze the Balanced Scorecard goals in support of the development of a **School Performance Framework**. This School Performance Framework would serve as a process for Tiering schools. Currently the Balanced Scorecard acts as a Report Card for schools and the District. It provides a report on the progress individual schools are making towards meeting the goals established by the District. As a static report card, the Balanced Scorecard is helpful to inform individual school communities about their school's progress. It is insufficient to provide the District as a whole with a method for guiding decision-making regarding the equitable distribution of supports and resources to all schools.

A **School Performance Framework** is a concept that would allow the District to use the indicators contained in the Balanced Scorecard, along with additional relevant indicators, such as enrollment, facilities utilization, stakeholder surveys not already contemplated, and other demographic information, in order to tier schools. The result would be the following:

1. Establishing a set of weighted indicators for measuring school quality
2. Implementing a process for applying those weighted indicators to determine whether schools have *no progress*, *some progress*, *met*, or *exceeded* each of the targets set for each indicator

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3. The results would then be aggregated into ratings for each subcategory, such as Quality Instruction, Safe and Supportive School, and/or Meaningful Family and Student engagement (*draft examples – to be determined*)
4. The aggregate performance of schools in these subcategories would then result in an over-all rating of school performance or tier for each school

This last step would be the start of a Tiering process, resulting in the ability to group schools and begin systematically providing differentiated and appropriate supports and resources.

Consideration will likely be given to aggregating District-authorized charter school performance indicators into a similar or identical School Performance Framework for purposes of ongoing monitoring and evaluation of charter school performance; to be determined.

TIMELINE

The goal is to work in collaboration with key stakeholders in a process of working groups, focus groups, and feedback in order to develop a draft version of Oakland's School Performance Framework not later than May 2015.

UPDATE #2: Uniform Standards and Metrics for District and Charter Schools

In 2007, as part of the District's redesign of its charter authorizing practices, it established a set of Quality Charter School Standards. These standards were immediately applied to a rigorous process of evaluating charter school quality for purposes of re-authorization decision-making. Schools underwent a School Quality Review beginning in 2007 that included both District-staff and a 3rd Party Review organization conducting a multi-day site visit and generating an evaluation of the school based on the Quality Charter School Standards. The review was incorporated into the over-all staff evaluation of the school and subsequent recommendation for charter renewal or non-renewal to the Board of Education.

As part of charter law in California, each charter petition authorized must include a set of Measurable Pupil Outcomes (MPO's). These metrics are included in the approved charter. Charter applicants propose the metrics they will be accountable for achieving, which must include performance on State assessments required of all public schools. The District, as their authorizer, determines if they need to be revised in order to effectively evaluate the school's performance, as well as ensure that the school is adequately *improving pupil learning* as set forth in the legislative intent of CA charter law. The final approved metrics are then

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established when the charter is approved and used as part of the process of evaluating charter schools for purposes of re-authorization.

The District, over the past seven years has borrowed many of the lessons learned through its charter authorizing practices, which has informed the Continuous School Improvement process for District-run schools. This includes:

- 1) Establishing School Quality Standards for District-run schools, as referenced earlier in this report, in 2011.
- 2) Establishing a School Quality Review process in 2011 for District-run schools, whereby a third party team of District staff conduct a multi-day site visit and generate an evaluation report based on the School Quality Standards.
- 3) Establishing specific measurable outcomes used to determine the extent to which schools are improving pupil learning. These are embedded in the District's Balanced Scorecard goals.

These developments, however, have produced some variances in the standards and metrics used for evaluating the quality of District-run schools and charter schools.

At this time, in order to more effectively measure and ensure the quality of all public schools serving students in Oakland, staff is working to develop uniform standards and metrics for both District-run schools and charter schools. Doing so will assist in more relevant side-by-side comparisons of performance. It is understood that charter schools operate under differing statutory and policy conditions, as well as operate within a context of school choice such that all attending students have selected to enroll in the charter schools. Nonetheless, having more uniform standards and metrics will only improve the analysis of the implications of these differences on student and school performance.

The current process involves a working group, facilitated by the leadership of the District's Office of Charter Schools, attempting to establish a set of common indicators, aligned to the District's Balanced Scorecard. The goal is that these metrics would ideally be applied to all charter schools. This process continues to expect that charter schools may additionally have unique goals aligned to any unique program elements or philosophies. This is not unlike District schools that also strive to achieve goals unique to their program design such as arts integration, or the use of technology. Existing charter school petitions would need to undergo a mutually agreed-upon material revision, and future charter petitions approvals would incorporate the common Measurable Pupil Outcomes into the final document.

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TIMELINE

The goal is to work in collaboration with key stakeholders in a process of working groups, focus groups, and feedback in order to develop a draft version of Common Measurable Pupil Outcomes for use not later than May 2015.

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SECTION 2

Assessing Schools Based On Standards and Goals

OVERVIEW

The District has been assessing District-run schools based on its established School Quality Standards for three years, beginning in 2011-12. This process has involved anywhere from 15-22 schools being assessed annually. A total of 50 School Quality Reviews have been conducted to date.

In addition, other forms of quality review have been taking place throughout the district. Examples of these include; for three years, all District-run schools have participated in a process called Instructional Rounds, which occurs two to three times annually for every school. This is a half-day process where small groups of District staff from sites and central office visit a selected school and follow a common protocol for conducting classroom observations as a group, gathering, discussing and analyzing the observation data. This is then incorporated into each school's ongoing continuous improvement planning.

PROGRESS REPORT UPDATE

Three developments are presented here in this report.

UPDATE #1: Effective Practices Database

As part of the original promise of the School Quality Review process, the District would create a **Mirror** for school staff and communities to see themselves in light of our school quality standards. The District would create a **Window** to allow for those operating outside the school such as the central office, or support organizations to see into our schools and better understand what is working and not working. Finally, the District would establish a **Database** of effective practices that would support the sharing of effective practices in and among schools. As early as the first year of implementation, a **Mirror** and **Window** emerged out of the process.

In the summer 2014, staff culled through 50 School Quality Review Reports conducted over the past three years and developed an Oakland Effective Practices Database. This database is now online at www.effectivepractices.weebly.com and available to support schools in their continuous school improvement efforts. The site is linked to the Continuous School

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Improvement department's website [here](#) and thus accessible through the OUSD Departments page under Continuous School Improvement.

This website is a work in progress and will continue to be added to and revised based on feedback. The site is organized around each Quality Standard and provides actual examples from Oakland schools found to be effective in specific practices based on the School Quality Review evaluations. The contents include contact information so that schools can outreach to one another in the interest of sharing practices and strategies that work. This is a uniquely Oakland database and now provides a wealth of information for schools.

TIMELINE

The website of effective practices is available for use now. It will continuously be added to and will evolve to be responsive to the ongoing refinement of the District's priorities and goals.

UPDATE #2: School Quality Review Transition

The District has conducted School Quality Reviews for District-run schools for three years and for charter schools for seven years. Every year the processes have evolved to address lessons learned, evolving priorities, and shifting resources. The over-all strategy has remained in tact: a multi-day visit by a team of trained individuals that conduct classroom observations, interviews; focus groups with students, parents, teachers, staff and leadership; review of data and documents; and observations of other activities within the school. Each site visit culminates into an evaluation report of the findings.

To date, for District-run schools, the reviews have informed school improvement goal development, helped set priorities for improvement, and have assisted external partners, either within the District or outside the district to better target their supports. To date, for charter schools, these reviews have informed charter re-authorizing decision-making and been used by numerous charter school operators as catalysts for continuous improvement. In some cases, charter school governing boards have adopted the identical standards and required their leadership to conduct ongoing assessments and report annually on the school's progress towards meeting the standards.

In the spirit of Continuous Improvement, the School Quality Review is undergoing a transition this year to become increasingly more useful and impactful.

This transition includes:

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- 1) Streamlining the site visit and the subsequent report of findings to be easier to conduct and easier to follow.
- 2) Developing more actionable reports of findings to further assist schools in their continuous improvement planning process.
- 3) Expanding the facilitation of the SQR process to be led by School Improvement Partners embedded within each network. This will greatly increase the likelihood of the results being taken up and incorporated into the school improvement process.
- 4) Targeting the selection of schools to consider factors such as upcoming WASC¹ accreditation for high schools, and schools that have already undergone a School Quality Review and received particularly low ratings.

TIMELINE

The goal is to have completed the initial transition process in time for the first scheduled School Quality Reviews to occur in November / December 2014.

UPDATE #3: District Priorities Focus

As part of the development of various supports for schools in their continuous improvement process, the District is working to ensure that key priorities are addressed. These include ensuring that specific populations of students are being supported to improve their performance and experiences in school. A focus will include students identified through the Local Control Accountability Plan, such as English Learners, Foster Youth, and Students with Disabilities. This also includes addressing key aspects of the school's performance such as attendance, teacher evaluation completions, and parent satisfaction, for example. Also included are the requirements set forth in the District's ESEA² Waiver to track and monitor designated schools' performance and specific strategies within their school improvement plans.

The goal is more effectively track, monitor and report out on the progress the District is making within its priorities.

¹ WASC: Western Association of Schools and Colleges

² ESEA: Federal Elementary and Secondary Education Act (No Child Left Behind)

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TIMELINE

The goal is to immediately incorporate the District priorities into the ongoing development of practices, structures, procedures, and tools designed to support the Continuous School Improvement process.

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SECTION 3

Site Planning Process

OVERVIEW

The District has, over the past several years, been working to create greater alignment across networks and schools with respect to the Continuous Improvement Process. This has included creating a protocol for schools to identify their priorities for improvement. These are often referred to as their “Big Rocks”. The District has been working to build school leaders’ capacity to collaboratively develop a Theory of Action that guides how the school goes about implementing its improvement strategies. Additionally, the District has been working to ensure that every school has a functioning Instructional Leadership Team and School Site Council to lead and manage the Continuous School Improvement Process.

The effort to align the Continuous School Improvement process has been improving over the past two years, with common practices being taken up more and more across schools and networks. Nonetheless, inconsistent practices and expectations have persisted across schools and networks.

PROGRESS REPORT UPDATE

Three developments are presented here in this report.

UPDATE #1: Continuous School Improvement Process

This year, the district is implementing very critical changes to the support structures for schools to ensure that there is a clear Continuous School Improvement Process for all schools.

NETWORKS

These changes include the establishment of **five networks**. They represent one High School, one Middle School, and three Elementary Networks. Schools of similar type have been grouped in the same network such as new K-8 schools together, and dual language schools together in the same networks. Previously middle schools and elementary schools were in the same network, and schools of similar type like those named above were spread out across several different networks.

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SUPERVISION

These changes include the establishment of not only a Network Superintendent (previously a Regional Network Officer) to supervise the network of schools, but the network structure now includes a **Deputy Network Superintendent**, so that the supervision of schools can be divided within the network and thus provide more attention and focus to each individual school. The high school network includes a Director of Alternative Education, newly supervising a number of Alt Education high schools. Previously a single Regional Executive Officer may have supervised as many as 26 schools alone.

PARTNERS

These changes include the introduction of **School Improvement Partners and Data Assessment Partners** within each network. More is discussed about this strategy in the Update #3 below. Previously these roles of support for schools did not exist.

CYCLES OF INQUIRY

These changes include the expectation across all schools in every network, that schools will incorporate a **Cycle of Inquiry** process to implement Continuous School Improvement. That process includes:

- looking at data and information to assess what is working and not working;
- identifying areas to focus; planning strategies for improvement;
- implementing and monitoring the implementation of those improvement strategies; and
- reflecting on the results to make adjustments to the improvement plans

Previously only a handful of schools engaged such processes effectively and consistently. Not all schools were expected nor supported to engage in cycles of inquiry.

GUIDE

These changes include the introduction of a **Continuous School Improvement Guide**. This guide was developed by almost 20 principals and an additional team of central office leaders during the summer 2014 and introduced at the August Leadership Institute. The guide asks a Big Question each month that is intended to be grappled with by all schools. No matter where they are in the Cycle of Inquiry that month, the question should act as a guide to consider what the school's ongoing needs are and/or what progress the school is making towards its goals. Previously a guide like this, used uniformly across the district, did not exist.

INQUIRY & PLANNING

These changes include an **Inquiry and Planning Tool**. This is a web-based Google Doc tool designed to support schools in documenting their analysis of data and information about

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student performance; record likely root causes; and action plan any changes they intend to make to their improvement plans as a result of their analysis. The tool is designed to be used at least on a monthly basis to record their engagement of the monthly Big Question, but may also be used under any circumstance. It may be that the principal, teacher collaboration teams, ILT, SSC, or other small or large groups are looking at data and information to determine what is needed or how things are going. Previously a consistent tool accessible broadly and used across the district to capture and record this part of the improvement process did not exist.

DATA ACCESS

These changes include dramatic improvements in the **accessibility of data**. Currently the district has launched a data website at www.ousddata.org. Located there are internally and publicly accessible data reports for all schools and the district. These reports link back to the Balanced Scorecard and provide a wealth of information about student and school performance. Previously most of this information was not publicly accessible and often very difficult for school leaders and school communities to access. The increased access to data on student performance and school quality reported here is still not where the District needs to be and the procurement and development of more real-time dashboards and data tools will remain a priority.

TIMELINE

The Continuous School Improvement process is underway. The Continuous School Improvement Guide and Inquiry and Planning Tool are currently in use. The data reports and other information on school performance are readily and publicly available. A subsequent tool, to be referred to as the Site Plan Tracker, will be rolled out by December 2014. Its purpose will be to have an easy to use and follow tool for monitoring schools' progress in implementing the site plan. The other tools and web-based resources referenced above are available and in use now.

UPDATE #2: Communities of Practice and Pairing Strategies

Communities of Practice are small groups of 3-4 schools that have a common focus area of improvement. They work together over the course of the year to collaborate around the school improvement process. A focus area may be the improvement of reclassification rates of English Language Learners; or an increase in the active engagement of African American

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families in the school's activities; or it may be developing common practices for the use of evidence in student writing.

Communities of Practice meet in teams comprised of teachers, leaders, site support staff, and possibly parents. These Communities of Practice will have opportunities to meet as teams in at events sponsored by the District, such as the Site Governance Summits, which are scheduled to occur at least three times this school year. Additionally, principals of schools working together in a Community of Practice will meet with one another independent of their teams to get additional support and guidance. Beginning 2014-15, all networks are sponsoring time and supports within their Monthly professional learning structures so that every school is a member of a Community of Practice focused on at least one of their Priority improvement areas.

Additionally, resources permitting, school teams will schedule additional opportunities to come together as Communities of Practice in order to work collaboratively on a common focus of improvement. This can include a shared reading; a presentation by an expert; and protocol to look at common data or student work; or conduct structured site visits at one another schools or a model school. Communities of Practice are one of the strategies outlined in the ESEA Waiver to be used with Focus Schools and AMO³ Schools. Their participation will feel more seamless this year, given that all schools will engage in Communities of Practice.

Pairing is the program in which schools that are identified under the ESEA Waiver as Priority Schools are paired with Partner schools from other ESEA Waiver Districts. A Facilitator is identified; in the case for Oakland the facilitator is the Network supervisor for that school, who assists the school in their participation in the program. The program includes a sponsored Institute in the fall to learn strategies for effective Pairing practices. Schools are supported to have monthly interactions, typically virtually or tele-conferencing, as well as at least two site visitations at one another's schools over the course of the year.

The District has learned many lessons as a result of its first year of implementing Communities of Practice and Pairing in 2013-14. This year, the Continuous School Improvement department is managing the process. More consistent communication and training are being provided. A website with key information has been created and can be access [here](#).

³ AMO: Annual Measurable Outcomes – Federally required progress. Schools not meeting AMO's for two years are designated under ESEA Waiver to receive differentiated supports.

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TIMELINE

The Communities of Practice structure is being progressively rolled out now within the school networks and ideally will become fully in-place by December 2014. The Pairing Program has begun and involves specifically those schools identified as Priority Schools under the ESEA Waiver. These strategies will be implemented for the duration of the year.

UPDATE #3: School Improvement and Data Assessment Partners

The District is launching a new and exciting role to support schools in their continuous school improvement efforts. These new roles include School Improvement Partners and Data Assessment Partners. These positions were recently approved by the Board and are immediately being implemented. Recruitment has included existing high quality staff interested and committed to supporting schools in the improvement process.

These positions will report to their assigned Network Superintendent and work as part of the core Network Leadership Team of each network. Two Partners will be assigned to each network. Their roles and responsibilities will be equitably distributed to support school based on a collaborative analysis of needs to ensure all schools are developing on pace towards becoming high quality community schools.

School improvement Partners will assist in the following ways:

- Strong instructional (pedagogical and curriculum) knowledge.
- Strong communication skills.
- Has the ability to build relationships and work collaboratively.
- Understands or has the ability to learn continuous school improvement.
- Understands the school site plan process.
- Has the capacity to help schools keep track of their school site plan on the tracker, as well as think through documentation.
- Ability to think critically.
- Serve as a thought-partner to principals (and ILT's) and Network and Deputy Network Superintendents.

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- Serve as critical friends to school leaders and ILT's to help them improve overall API and school/student performance.

Data Assessment Partners will assist in the following ways:

- Ability to gather needed data and present it in a clear way to stakeholders, including but not exclusive to school leaders, teachers, and community.
- Ability to inform and support schools use of formative and interim assessments to inform instruction and improvement strategies.
- Ability to analyze trends and suggest ideas to improve performance based on academic data, student engagement data, educator effectiveness data, social/emotional data, and college and career readiness data.
- Should understand the continuous improvement process and have the ability to learn more about it.
- Strong ability to work vertically and horizontally in the organization.
- Serve as thought partners and critical friends to school leaders and ILT's to help them improve overall API and school/student performance.

TIMELINE

The District held its School Partners Kick-Off Institute in September. The District is finalizing its placements and processing of School Partners and expects this to be completed by early October 2014. The partners will begin working within their networks in early October while continuing to gradually release key roles and responsibilities that may otherwise retain as part of their transition plans.

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SECTION 4

3-Year Strategic School Site Plan

OVERVIEW

The District has employed many strategies over the past five years to support schools in their site planning processes. Developments in these areas have included reconstructing the site plan document to align to the Quality Standards established under the Strategic Plan. It has included creating an online tool so that the site plans are accessible via the web for public consumption and intended for ease of use. Many tools, graphic organizers, guides, and resources have been created over the years to further assist in the planning process and implementation of those plans.

Because different groups or departments within the District may at times develop these tools, or because of changes in staff and leadership, these tools can be developed in isolation of other existing resources; the end result can be less coherence, and more confusion. Evidence of this lack of coherence and increased confusion is present currently throughout the District.

PROGRESS REPORT UPDATE

One development is presented here in this report.

UPDATE #1: Continuous School Improvement Process Architecture Re-design

In order to interrupt the patterns of incoherence and confusion as it relates to the Continuous School Improvement process, District staff is embarking this year on an effort to improve the architecture of the School Site Plan, tools and resources designed to support that plan. In some cases this may require a complete reconstruction based on the District's learning's. In other cases, the issue will boil down to improving and aligning the "look and feel."

Ultimately the goal will be to have coherent, easy to follow structures, procedures, tools and resources to support the Continuous School Improvement process. The goal will not however be to re-invent the wheel. Much has been learned and will be incorporated into the improvements. The re-design will involve first a small working group represented by site leaders, central office staff from the schools division and staff that have historically supported the development of these tools. Their process will involve outreach to various departments and stakeholders to receive feedback and input.

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TIMELINE

The goal is to have a working draft of a newly redesigned School Site Plan by January 2015. It is not yet clear whether or not the technical developments subsequently required would allow for use in the 2015-16 site planning process or the following year. This is to be determined.

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REVISED POLICY SECTIONS

Intensive Supports

In April 2014, staff presented to the Board an update on the Quality School Development Policy with a focus Tier III supports for highest needs schools. In that presentation staff included Guiding Principles, Supporting Conditions, proposals for next step planning, and specific steps that had been taken to address a select number of identified schools.

Since that time, the District hired a new Superintendent Antwan Wilson; specifically calling out his background and experience is addressing the needs of under-performing schools requiring dramatic improvement. Additionally, the District underwent a planning process to produce and approve a Local Control Accountability Plan (LCAP) that contemplated supports and interventions for high need schools. As well, the District has undergone and continues to undergo several re-organizing efforts that have had implications for structural changes and leadership changes to central office departments and changes in the appropriation of some site-based services to schools.

STATUS

As of September 2014, District staff have begun to integrate the lessons learned from its own experiences working to dramatically improve under-performing schools with the knowledge and experiences of the new leadership within the District. This includes the new Superintendent, new Chief of Schools, new Chief Academic Officer, and new Deputy Chief of College and Career Readiness.

This process of integrating new knowledge with existing knowledge is culminating into a work plan under development to focus on this important area of the Quality School Development Policy. Specific areas of focus are outlined below.

The district, over the past 10-12 years has experience and knowledge to draw from in each of the specific areas outlined below. In addition, the District will be engaging in research and knowledge exchanges locally and nationally to learn more about what is being done to effectively address the challenges and needs of persistently under-performing schools.

Work plan focus areas include:

- 1) **Developing Common Pillars for school improvement that have been shown to dramatically improve under-performing schools.** These may include

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programmatic factors such as extended learning time for students and collaboration time for teachers, as well as the increased frequency of the use of formative assessments to inform instruction. These Pillars are not yet established, but doing so is part of the emerging work plan.

- 2) **Determining the Supporting Conditions necessary for increased Site-based Decision-making.** These may include programmatic or operational decisions. The development of strong and effective school governance teams and/or school site councils is essential to this process, and is being additionally considered within the emerging work plan.
- 3) **Developing support structures within school networks.** In order to differentiate the supports to schools, particularly schools with the highest needs, specific support structures are needed within the networks that all District-run schools are situated. They include the School Partner role, the Continuous School Improvement Process, and they include methods for monitoring school progress towards meeting their goals.
- 4) **Building leadership capacity and a leadership pipeline.** This is consistent with work already well underway. The District has been investing in the development of Teacher-Leaders, as well as other career ladder opportunities for leadership for existing staff. Additionally, the District has facilitated a Leadership Taskforce for several years focusing on piloting a Leadership Evaluation process as part of the Educator Effectiveness initiative. Rubrics and Standards for performance have been developed and field-tested.

Ongoing professional development in the standards or dimensions of leadership is also underway. For several years the District has provided comprehensive professional learning in the area of establishing and implementing Instructional Leadership Teams. During 2013-14 and again in 2014-15, the District will be investing in building the capacity of School Governance Teams and/or School Site Councils to continue to take on leadership responsibilities on behalf of their school's continuous improvement. Ultimately the District must rely on high quality leadership to be available and working in its highest need schools.

- 5) **Establishment of a multi-pronged Funding Strategy to address the unique costs associated with the Pillars likely to dramatically improve under-performing schools.** These costs can include extended contracts for teachers,

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extended learning time for students, targeted tutoring services, instructional coaching, assessment systems, professional development, and other levers to support dramatic school improvement. This funding strategy must consider federal, state, and local funding resources, including philanthropy.

- 6) **Developing the necessary Infrastructure for the types of strategies necessary to dramatically improve the performance of under-performing schools.**

These include:

- ❑ Previously discussed *School Performance Framework*;
- ❑ A *Strategic Regional Analysis*, which is intended to look at demographic data, physical assets information, and programmatic information, in order to help guide District-wide school program changes and investments; and
- ❑ A type of *Call for Quality Schools* process, which is a method by which the District can facilitate the development of new school programs whenever necessary to address the persistent under-performance of one or more schools

Oakland Innovation Fund

In 2013-14 the Board established an Oakland Innovation Fund in order to support the implementation of the quality school development goals set forth in the original policy. Additionally, the intent of these funds, at that time, was to be a catalyst for acquiring additional resources to support the goals of the policy. Staff provided an update on the application of those funds in its April 2014 Progress Report.

The investments that occurred in 2013-14 included:

- School Site Capacity Development in identified SQR Schools (site-based allocations)
- Parker Grade Configuration Change – Expansion support
- Increased School Quality Review Leadership Capacity
- Site Planning Guides and Support Tools Development
- Balanced Scorecard Metrics Development
- Data Quality and Governance Initiative

The acquired resources linked to the establishment of the Fund included:

- Stuart Foundation \$180,000
- New Schools Venture Fund \$230,000

QUALITY SCHOOL DEVELOPMENT POLICY: PROGRESS REPORT OCTOBER 1, 2014

• Scully Foundation	\$50,000
• Target	<u>\$75,000</u>
	\$535,000

These resources were applied to the same list of investments above, as well as invested in Human Capital Analytics support.

STATUS

At this time, District staff is considering what the most effective approach will need to be in order to establish a source of ongoing revenue to support the necessary dramatic improvements of persistently underperforming schools.



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Oakland Unified School District Quality School Development Policy Fall 2014 Progress Report



October 1, 2014

v4



“Perfection is not attainable,
but if we chase perfection we
can catch excellence.”

- *Vince Lombardi*

Agenda

Quality School Development Policy

- A. Review Elements**
- B. Updates on Policy Elements**
- C. Questions/Answers & Discussion**

A. Policy Elements 1-4

The following chart lists the four elements outlined in the *(Revised)* QSD Policy

Policy: Continuous School Improvement Process

1. **Standards & Goals**
2. **Assessment of Standards and Goals**
3. **Continuous Improvement Planning**
4. **3-Year Site Plan**

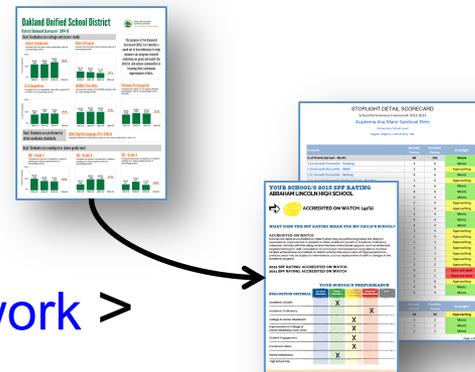
B. Update Element 1

QSD Policy Elements

- ☐ Standards & Goals

DEVELOPMENTS

- **Balanced Scorecard Goals & Targets** >
to become...
School Performance Framework >
- **School Quality Standards and Metrics**
to become...
uniform across District & Charter >



B. Update Element 2

QSD Policy Elements

□ Assessment of Standards and Goals

DEVELOPMENTS

- **Effective Practices Website** >
<http://www.effectivepractices.weebly.com>



- **School Quality Review* Transition** >

“Streamlined” “Actionable”
“Broader Facilitation” “Targeted”

- **Focus on Key Practices:** *Common Core Shifts, Transforming Culture **,
Supports for English Learners, Foster Youth, & Special Education ****

* **SQR Findings Posted** = www.qualitycommunityschools.weebly.net with forthcoming inclusion of charter school quality review reports conducted as part of charter re-authorization

** VRP = Voluntary Resolution Plan *** Local Control Accountability Plan Aligned

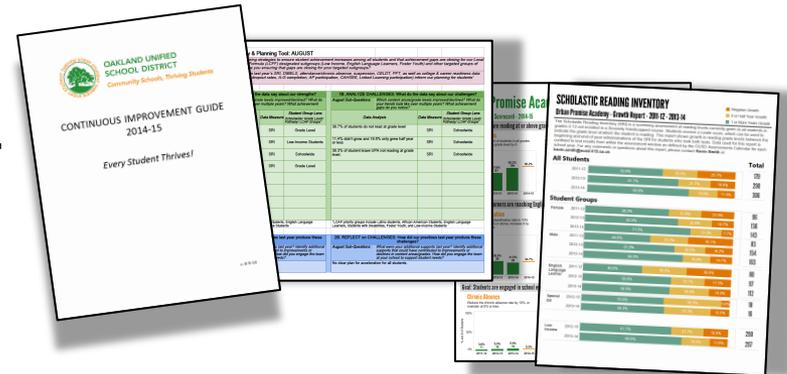
B. Update Element 3

QSD Policy Elements

□ Continuous Improvement Planning

DEVELOPMENTS

- Continuous Improvement Guide >
- Inquiry & Planning Tools >
- Increased Data Use & Access >
- Practice Sharing: **Communities of Practice** & **Pairing**



- Roles: **School Improvement Partners** & **Data Assessment Partners**

B. Update Element 4

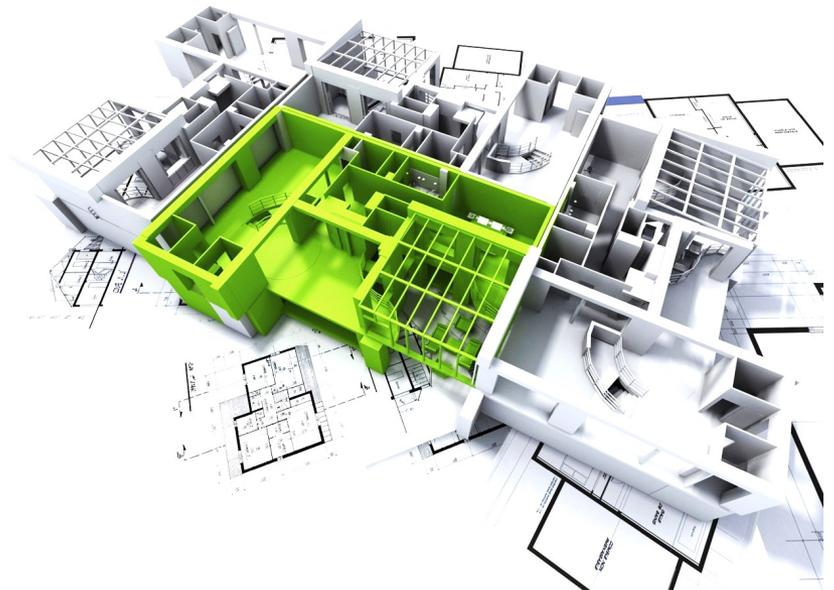
QSD Policy Elements

3-Year Plan

DEVELOPMENTS

- **Re-Design of Site Planning Tools**
 - “Big Rocks” = School Priorities
 - Goal Setting
 - Theory of Action
 - Site Plan Tracker
 - Continuous Improvement Guide
 - District Priorities Alignment

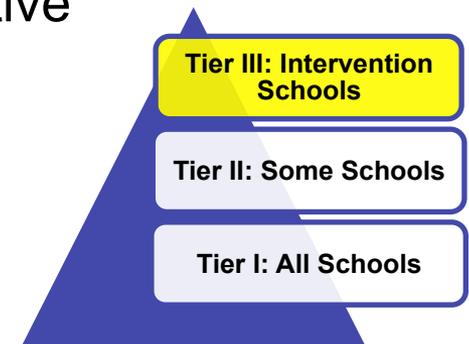
*Site Planning Architecture
Working Group*



B. School Quality Improvement

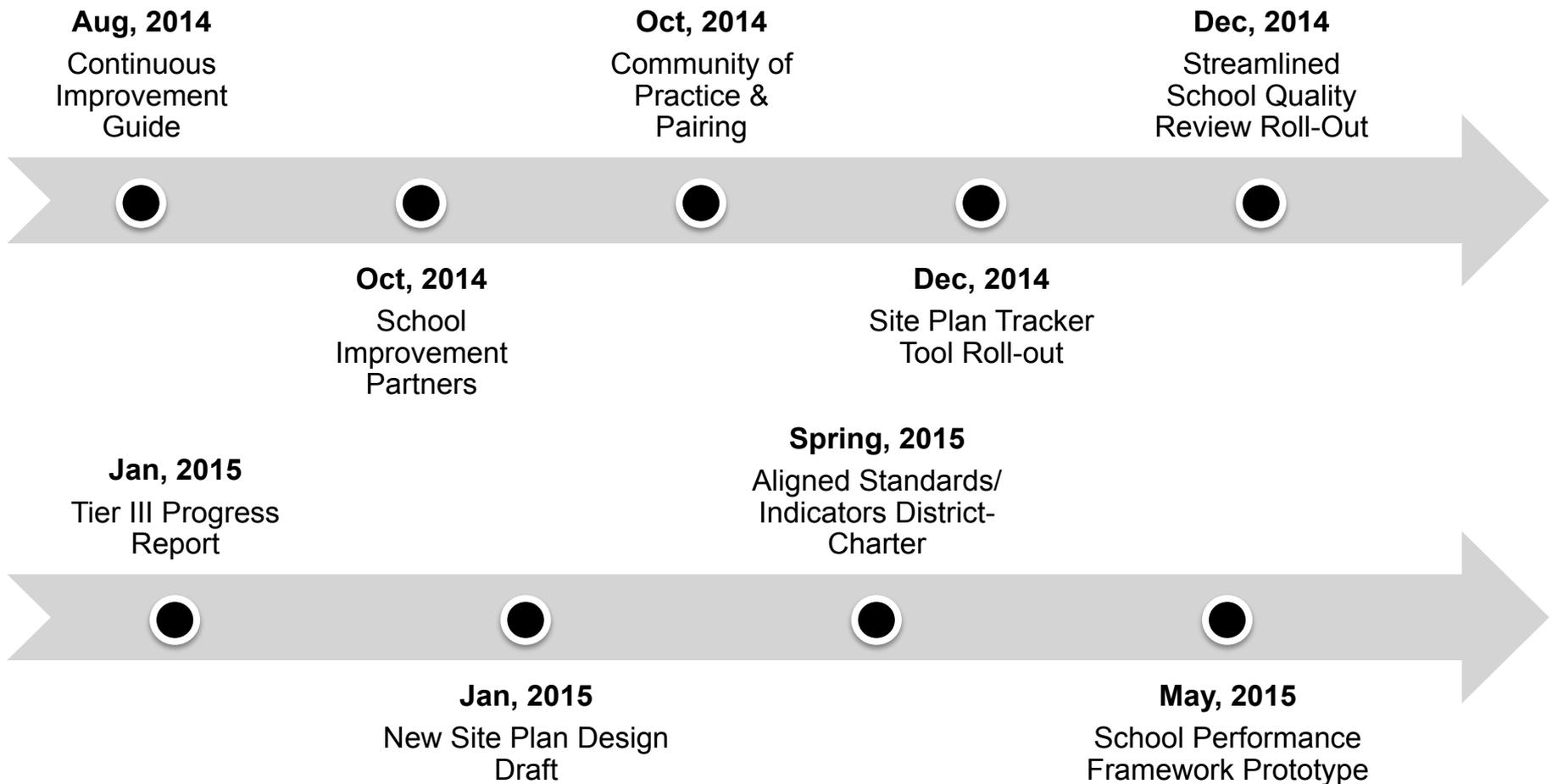
Tier III Level: Significant Intervention (In Development)

- I. Establish Pillars - based on research
- II. Establish Supporting Conditions for decision-making
- III. Establish Support Structures - within the networks
- IV. Building Leadership Capacity & Pipeline
- V. Funding Strategy for Key Levers: Collaborative Planning, Extra Learning Time, Assessments, Professional Learning
 - I. Develop Infrastructure:
 - School Performance Framework
 - Strategic Regional Analysis
 - Call for Quality Schools Process





B. Timeline





C. Q&A and Discussion

Questions & Answers ... Discussion



Appendix

TABLE OF CONTENTS:

- I. CONTINUOUS SCHOOL IMPROVEMENT PROCESS RESOURCES & WEBSITE
- II. CONTINUOUS SCHOOL IMPROVEMENT GUIDE
- III. INQUIRY AND PLANNING TOOL
- IV. EFFECTIVE PRACTICES WEBSITE
 - a. RESULT OF 3 YEARS OF SCHOOL QUALITY REVIEWS IN 50 SCHOOLS
 - b. CONTINUED BUILD OUT AND DEVELOPMENT OF WEBSITE IS ONGOING.
- V. SCHOOL BALANCED SCORECARD
- VI. DATA REPORTS – PUBLICLY ACCESSIBLE
- VII. SCHOOL QUALITY REVIEW WEBSITE AND PUBLICLY ACCESSIBLE SQR REPORTS
- VIII. SCHOOL QUALITY REVIEW SUMMARY RATINGS REPORTS

CONTINUOUS SCHOOL IMPROVEMENT PROCESS RESOURCES & WEBSITE



[HOME \(/\)](#) [STAFF \(/STAFF.HTML\)](#)

[DEPARTMENTS \(HTTP://QUALITYCOMMUNITYSCHOOLS.WEEBLY.COM/INDEX.HTML\)](http://qualitycommunityschools.weebly.com/index.html)

[WHATS NEW \(/WHATS-NEW.HTML\)](/whats-new.html)

[QUALITY STANDARDS \(/QUALITY-STANDARDS.HTML\)](/quality-standards.html)

CONTINUOUS IMPROVEMENT PROCESS

... Guide and Tools

[SCHOOL SITE PLANNING PAGE](#)

CONTINUOUS IMPROVEMENT GUIDE & TOOLS



CONTINUOUS IMPROVEMENT GUIDE

To **download** the latest version of the OUSD Continuous Improvement



INQUIRY & PLANNING TOOL

To locate your school's Inquiry & Planning Tool to support your data analysis and cycles



EFFECTIVE PRACTICES WEBSITE

To locate effective practices happening throughout Oakland schools that are



OUSD DATA WEBSITE

To locate your school's latest data reports and to compare performance with other

Continuous Improvement
Guide, designed in partnership
with site leaders, click **HERE**

Year-end analysis and cycle
of inquiry, click **HERE**

Summative school data and
getting RESULTS, click **HERE**
[...based on 3 years of Quality
Reviews...]

For more information about
schools in the district, click
HERE



SQR REPORTS

Are you looking for a School Quality Review report?
Click **HERE**



ASSESSMENT INFO

Are you looking for Assessment Calendar or other info?
Click **HERE**

RESOURCES & SUPPORT

SCHOOL PARTNERS

Are you a School Improvement Partner or Data Assessment
Partner? OR are you looking for one? Click **HERE (/school-
partners.html)**



IMPORTANT LINKS

[Some links may require OUSD Login]

Academic Discussions Website

CSSSP (Site Plan) Login

Oakland's CA Healthy Kids Survey Website

OUSD Response to Intervention (RTI)

Social Emotional Learning (SEL)

IMPORTANT DOCS

QUESTIONS???

PLEASE CONTACT

David Chambliss
Director, Continuous School Improvement



David Montes de Oca
Deputy Chief, Continuous School Improvement

CONTINUOUS SCHOOL IMPROVEMENT GUIDE



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

CONTINUOUS IMPROVEMENT GUIDE 2014-15

Every Student Thrives!



Special thanks to the Summer 2014 Core Principal Team that produced this document. Thank you for your time and commitment to ensuring that your colleagues are prepared to take up this work with tools and aligned documents is inspiring.

Core Principal Team Members

Monique Brinson (Sankofa Academy)
Denise Burroughs (Carl B. Munck)
Carin Geathers (Burckhalter Elementary)
Monica Guzman (International Community School)
Tinisha Hamberlin (McClymonds High School)
Minh-Tram Nguyen (EnCompass Academy)
Clara Roberts (Burckhalter Elementary)
Dante Ruiz (Global Family School)
Ron Smith (West Oakland Middle School)
Sara Stone (Redwood Heights Elementary)
Lucinda Taylor (Madison Park Academy)
Vinh Trinh (Skyline High School)
Eyana Spencer (Manzanita Community School)
Cliff Hong (Roosevelt Middle School)
Katia Hazen (Sequoia Elementary)
Pati Ceja (Fruitvale Elementary)
Eddie Scruggs-Smith (Lafayette Elementary)

Central Office Team Members

Antwan Wilson, Superintendent
Mia Settles-Tidwell, Chief Operations Officer
Jean Wing, Executive Director, RAD
David Chambliss, Director Continuous Improvement
Monica Thomas, Director of Instruction
Ramona Burton, Director of Assessments
Aaron Townsend, Director Strategic Support, HR
David Montes de Oca, Deputy Chief Continuous Impr.



ABOUT THIS GUIDE:

We have developed this **Continuous Improvement Guide (CIG)** to ensure that all of our schools are on a path to achieve our shared vision that every child who enters an Oakland public school thrives.

Month-by-month, this guide identifies an academic, social emotional, or engagement area of focus for schools to reflect on and prioritize action around. Our experience in schools and academic research both tell us that when schools maintain a focus around the areas identified in this guide, they will see improvement in student performance, engagement, and ultimately in college and career readiness.



IN THIS GUIDE:

How does the Continuous Improvement Guide (CIG) Work?p.5

Tools for Continuous Improvementp.5

- Developing as a Leader
- Site Plan (CSSSP) and progress monitoring Tracker
- OUSD Cycle of Inquiry
- Preparing for a Continuous Improvement Guide (CIG) meeting
- Continuous Improvement Guide monthly meetings protocol

Overview of Big Questionsp.8

Big Questions and Sub-Questions by Monthp.14

Appendix I: Glossary of Terms/Acronymsp.25

Appendix II: OUSD Leadership Dimensions and Focus Elementsp.28



How does the Continuous Improvement Guide work?

1. Each month has an area of focus. We explore this area through a monthly “Big Question” and a series of sub-questions designed to help each school analyze its data and action plan.
2. School teams—school leaders, teachers, counselors, and paraprofessionals—analyze the questions and data, and then identify concrete steps or interventions to drive achievement.
3. Schools update their Site Plan Tracker if there are actions with implications for the site plan (CSSSP¹).
4. School leadership teams meet monthly with their Network Superintendent or Deputy Network Superintendent to review changes, discuss progress, and identify additional actions.
5. Network Superintendent/Deputy Network Superintendent provides feedback and updates through the Site Plan Tracker.

Tools for Continuous Improvement

Developing as a Leader

Continuous improvement begins with school leadership. School leaders set the vision for the academic year, and then provide their teams with the resources, support and ongoing coaching to facilitate and meet a school’s ambitious goals. As you work to drive achievement and growth at your school this year, it will be important to keep these eight foundational dimensions from the OUSD Leadership Dimensions at the forefront of your practice:

- Vision
- Equity
- Instruction
- Management
- Accountability
- Relationship
- Partnership
- Resilience

(See Appendix II for description of OUSD Leadership Dimensions and Focus Elements.)

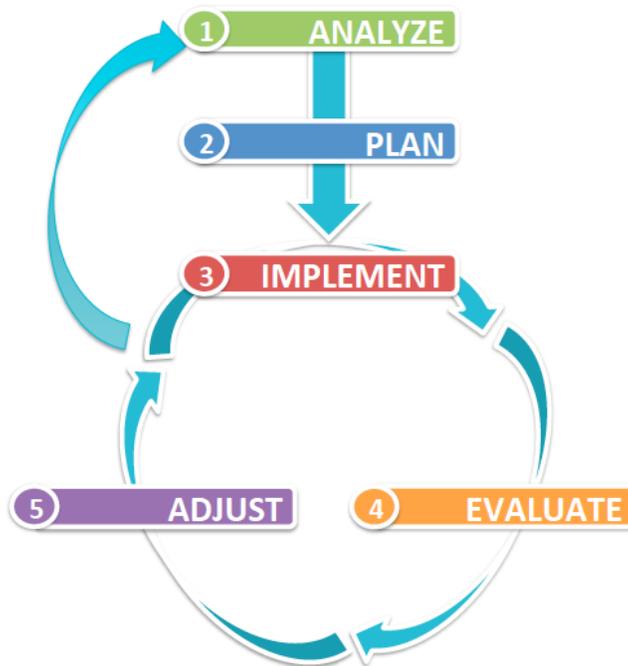
¹ CSSSP – Community Schools Strategic Site Plan; the title of the OUSD Single Plan for Student Achievement

The Site Plan (CSSSP) and Tracker

The Continuous Improvement Guide does not replace the site plan (CSSSP) or the Site Plan Tracker. The Site Plan Tracker is a progress monitoring tool that captures both the implementation and impact of Action Steps deemed most important for tracking. When used consistently, the Site Plan Tracker is an excellent way to communicate on the progress a school is making on its site plan. The CIG is designed to provide you with further analysis around core student achievement and engagement data. The guide will help schools maintain a thorough, updated site plan, and will allow Network Superintendents/Deputy Network Superintendents to provide clear feedback and progress monitoring through the Site Plan Tracker. Ultimately, this will help schools to make progress toward the major improvement strategies outlined in the site plan (CSSSP).

OUSD Inquiry Cycles

The Big Questions and sub-questions during the first months of the school year support the 1) Analyze and 2) Plan steps in the OUSD Inquiry Cycle. Starting in November, Big Questions support 4) Evaluate and 5) Adjust. This reflection continues through to April, when questions begin to refocus on 1) Analyze and 2) Plan for the following school year.



Preparing for a Continuous Improvement Guide (CIG) meeting

Unless your Network Superintendent or Deputy Network Superintendent has specified otherwise, the main expectation for your preparation for a CIG meeting is to know and understand the Big Question and to have reviewed the sub-questions and their related data accessed through the new OUSD data portal: <http://www.ousddata.org/reports>, or from Sharepoint, Edusoft, SAM server, or from your other school-based assessments and data. If there is additional preparation required for this meeting, your Network Superintendent/Deputy Network Superintendent will let you know.

Bringing it all together: CIG monthly meetings Protocol

How do the above fit together? The cycle of inquiry provides language for describing the steps involved in continuous improvement: analyzing data, making a plan and implementing it, evaluating the progress of the plan, and making adjustments. The Site Plan Tracker is the tool that captures the plan in an easy-to-manage project planning document, allowing clear and straightforward monitoring of implementation and progress. The Big Question is designed to push leaders' and their teams' thinking, to ensure that key data points are being considered throughout the year, and to assure that appropriate actions are being taken. Following is a simple protocol for monthly CIG meetings that incorporates Site Plan Tracker, Big Question, sub questions, and classroom observations.

- Review the Big Question and sub-questions and related data for the month. What are your key trends?
- Share your progress on your site plan (CSSSP) strategies via the Site Plan Tracker. What is the status of individual actions and the status of the plan overall?
- Spend time in classrooms observing instruction. How do classroom observations provide additional insight or corroborate conclusions on the above?
- Identify next steps and supports needed.

OVERVIEW OF BIG QUESTIONS

The Big Question of the Year and the Big Question of the Month are designed to put a focus to monthly data analysis based on the newest data available for the month. It is also important to the progress monitor data that are consistently available and updated on a weekly, or monthly basis, including:

- * Attendance (Google data portal)
- * Behavior/Discipline (Google data portal)
- * Student achievement data based on daily/weekly assessment of learning (school-based)

MONTH	BIG QUESTIONS
2014-15 School Year	<p>BIG QUESTION: How are you aligning strategies to ensure student achievement increases among all students and that achievement gaps are closing for our Local Control Funding Formula (LCFF) designated subgroups (Low Income, English Language Learners, Foster Youth) and other targeted groups of students? How are you ensuring that gaps are closing for your targeted subgroups?</p> <p>Tip: Draw connections between the strategies you used and the changes you see in your data as a result of those actions. Are you driving change in the right direction?</p>
August	<p>Big Question (Summative View): How can data from last year’s SRI, DIBELS, attendance/chronic absence, suspension, CELDT, PFT, as well as college & career readiness data (graduation rates, dropout rates, A-G completion, AP participation, CAHSEE, Linked Learning participation) inform our planning for students’ needs this year?</p> <p>Tip: Consider the “trove” of summative data by disaggregated groups, trends, targets met/not met in order to assess and identify students in need. Consider the resources, staffing, and programs offered and ensure that kindergarteners, and students in grades 3, 5, 8, and 12 are in the right interventions by the end of September. Reflect on college readiness efforts: “Preparing our students for college and a career begins the moment they enter one of our classrooms.”</p> <p>Data available (August) Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Attendance/Chronic Absence 2012-2014 district report (3-years of data) 2. CAHSEE-CA High School Exit Exam 2012-2014 district report (3-years of data) 3. CSDR-Comprehensive Student Data Roster (end-of-year results for 2013-14 student list–last year’s st 4. CST/CMA Science 2013-14 district report (end of August) 5. English Learner/Long-term English Learner reclassification reports 6. Parent survey participation rate (California School Parent Survey) 7. School Balanced Scorecard 2014-15 8. SRI - Scholastic Reading Inventory 2012-2014 district reports (3-years of grade-level performance & growth)



	<p>9. Suspension 2012-2014 district report (3-years of data) 10. PFT – Physical Fitness Test 2013-14 district report for grades 5, 7, 9 (end of August)</p> <p>Elementary: DIBELS - Dynamic Indicators of Basic Early Literacy Skills 2013-14 district report</p> <p>Middle Schools: 1. Math End of Course Performance Task district report (2013-14) 2. Math Performance Task at or above benchmark 2013-14</p> <p>High Schools: 1. A-G completion 2011-2013 district report (3-years of course completion data) 2. AP-Advanced Placement 2012-2014 district report (3-years of course completion data) 3. Cohort graduation and cohort dropout 3-year report (2011-2013) 4. EAP-Early Assessment Program 2013-14 district report (college readiness)(end of August) 5. Linked Learning College & Career Pathway 3-year participation report (2012-2014)</p>
September	<p>Big Question (Diagnostic View): How do we use data from the 2014-15 beginning of year screening and diagnostics (SRI, BPST, DIBELS, and diagnostic reading, writing and math assessments) to inform planning for students needs this year aligned to the district’s instructional shifts of subject-based academic discussion, reading complex texts, and writing with evidence.</p> <p>Tip: Consider the following as screening and diagnostic assessments offer a cross-section of data points to inform intervention opportunities, groupings, and allocation of resources.</p> <p>Data available (September) Elementary/Middle/High School:</p> <ol style="list-style-type: none"> 1. Comprehensive Student Data Roster (2013-14 end-of-year results for <u>current year student list</u>) 2. Diagnostic Math (Edusoft/school-based data) 3. Diagnostic Reading (SAM data for SRI screening) 4. Diagnostic Writing (Edusoft/school-based data) <p>Elementary:</p> <ol style="list-style-type: none"> 1. Reading Diagnostics (access BPST, DIBELS and Running Record data from Edusoft) <p>Middle School:</p> <ol style="list-style-type: none"> 1. HWT-History Writing Task 2013-14 (Edusoft) 2. Math End of Course 2013-14 district report <p>High Schools:</p> <ol style="list-style-type: none"> 1. SAT 2013-14 district report 2. Math End of Course performance task 2013-14 district report
October	<p>Big Question (Implementation View): How does school-specific formative and interim assessment data (such as classroom assessments, classroom observations, professional learning community [PLC] data, Coordination of Services Team [COS Team] data, budget, other non-academic student outcome data) so far inform your college-readiness efforts and align with your major improvement strategies (as outlined in your CSSSP)?</p> <p>Tip: October is an important month for your first major reflection on your progress to date for the year. Is your team on the right track? How do you know (evidence-based)?</p> <p>Data available (October) Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Chronic Absence report (weekly, monthly) (Roster data on Sharepoint only) 2. Classroom Assessment (school-based data)



	<ol style="list-style-type: none"> 3. Classroom Observations (school-based data) 4. COS Team data (school-based data) 5. PLC - Professional Learning Community data (school-based data) 6. Suspension report (monthly) 7. Budget Analysis Quarter 1 <p>Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Diagnostic Math (Edusoft/school-based data) 2. Diagnostic Writing (Edusoft/school-based data) 3. SRI (SAM) <p>High Schools:</p> <ol style="list-style-type: none"> 1. CAHSEE (based on July 2014 exam, data from Aeries) 		
<p>November/ December</p>	<p>Big Question (Reflective View) How do your interim assessments and engagement data inform you about the progress being made on your goals set in your CSSSP? How are college readiness indicators informing your planning for second semester?</p> <p>Tip: Attendance, behavior and interim assessment data should be sufficient for analyzing progress to date – specifically, are interventions working? Which areas are off-track? How are you framing the idea of college readiness for your students, staff, and families? Make the indicators relevant and clear to your community.</p> <p>Note: Need to administer assessments at start of window or data won't be available.</p> <table border="1" data-bbox="349 987 1489 1549"> <tr> <td data-bbox="349 987 906 1549"> <p>Data available (November)</p> <p>Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Chronic Absence (weekly, monthly) 2. Math (school-based) 3. Suspensions (monthly report) <p>Elementary:</p> <ol style="list-style-type: none"> 1. C-EOU-Cumulative End of Unit Math (Edusoft) 2. DIBELS (Edusoft) 3. IGDI/FAST for TK (Edusoft) 4. Running Records (Edusoft) 5. SIRA-Science Instructional Reflection and Assessment (Edusoft) 6. SRI (SAM) <p>Middle/High Schools CSDR - Comprehensive Student Data Roster (available 10/24)</p> </td> <td data-bbox="906 987 1489 1549"> <p>Data available (December)</p> <p>Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. CSDR - Comprehensive Student Data Roster (available 12/19 Elementary; 12/5 Secondary)(Sharepoint access) 2. Math (school-based) <p>Elementary:</p> <ol style="list-style-type: none"> 1. C-EOU-Cumulative End of Unit Math (Edusoft) 2. DIBELS (Edusoft) 3. IGDI/FAST for TK (Edusoft) 4. Running Records (Edusoft) 5. SIRA-Science Instructional Reflection and Assessment (Edusoft) 6. SRI (SAM) <p>Middle/High Schools HWT (Edusoft)</p> </td> </tr> </table>	<p>Data available (November)</p> <p>Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Chronic Absence (weekly, monthly) 2. Math (school-based) 3. Suspensions (monthly report) <p>Elementary:</p> <ol style="list-style-type: none"> 1. C-EOU-Cumulative End of Unit Math (Edusoft) 2. DIBELS (Edusoft) 3. IGDI/FAST for TK (Edusoft) 4. Running Records (Edusoft) 5. SIRA-Science Instructional Reflection and Assessment (Edusoft) 6. SRI (SAM) <p>Middle/High Schools CSDR - Comprehensive Student Data Roster (available 10/24)</p>	<p>Data available (December)</p> <p>Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. CSDR - Comprehensive Student Data Roster (available 12/19 Elementary; 12/5 Secondary)(Sharepoint access) 2. Math (school-based) <p>Elementary:</p> <ol style="list-style-type: none"> 1. C-EOU-Cumulative End of Unit Math (Edusoft) 2. DIBELS (Edusoft) 3. IGDI/FAST for TK (Edusoft) 4. Running Records (Edusoft) 5. SIRA-Science Instructional Reflection and Assessment (Edusoft) 6. SRI (SAM) <p>Middle/High Schools HWT (Edusoft)</p>
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<p>January/ February</p>	<p>Big Question (Adjustment View) After spending the last two months adjusting your strategies to support college readiness needs, where are your data showing improvements in college readiness? What areas are still indicating high need? How will you intentionally address student needs over the course of the next two months? How do these data and your “Instructional Practice Data” affect your resource planning with budget and site planning, with key stakeholders, for the next school year?</p> <p>Tip: Determine your highest leverage course correction action steps based upon your school</p>		



	<p><i>context. Sources for support: Network Superintendent, Deputy Network Superintendent, mentor, Instructional Leadership Team (ILT), principal colleagues, other... Bring this BIG question to your School Site Council. Use the same big question with different stakeholder group</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Data available (January) Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Attendance/Chronic Absence (week, month) 2. Discipline Data *Referrals data (data reports in Aeries.net) *Suspension data (monthly reports) 3. Intervention Data (school-based data) 4. Report Cards (school-based) 5. SRI mid-year data (school-based Lexile reports from SAM server) 6. Teacher Observation (school-based) 7. TGDS-Teacher Growth and Development System (pilot sites) (school-based data) 8. Budget Allocation Sheet 9. Budget Analysis Quarter 2 <p>Elementary Schools:</p> <ol style="list-style-type: none"> 1. DIBELS (district report for grades K-1) 2. Running Records (Edusoft) 3. SRI (district report for grades 2-5) <p>High Schools HWT (Edusoft)</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Data available (February) Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Attendance/Chronic Absence 2. Discipline Data (Referrals data, Suspension) 3. Intervention Data (school-based data) 4. Report Cards (school-based) 5. SRI mid-year data (school-based Lexile reports from SAM server) 6. SIRA-Science Instructional Reflection and Assessment (district report for grade 3) 7. Teacher Observation (school-based data) <p>Elementary Schools</p> <ol style="list-style-type: none"> 1. C-EOU Math for K-2 (Edusoft) 2. DIBELS for K-1 (Edusoft) 3. IGDI/FAST for TK (Edusoft) 4. Running Records for K-5 (Edusoft) 5. SBAC Interim ELA and Math - CR and PT scores (Edusoft and SBAC item report for grades 3-5) <p>Middle/High Schools</p> <ol style="list-style-type: none"> 1. CSDR - Comprehensive Student Data Roster (available 2/13 for Secondary Schools <u>only</u>) 2. Math Mid-Year End of Course Exams (Edusoft) 3. HWT (district report for grades 6-12) 4. SBAC ELA Interim (SBAC item report for grade 6-8 and 11) 5. Semester grades (Aeries) <p>High Schools PSAT district report (based on Oct 2014 exam)</p> </td> </tr> </table>	<p>Data available (January) Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Attendance/Chronic Absence (week, month) 2. Discipline Data *Referrals data (data reports in Aeries.net) *Suspension data (monthly reports) 3. Intervention Data (school-based data) 4. Report Cards (school-based) 5. SRI mid-year data (school-based Lexile reports from SAM server) 6. Teacher Observation (school-based) 7. TGDS-Teacher Growth and Development System (pilot sites) (school-based data) 8. Budget Allocation Sheet 9. Budget Analysis Quarter 2 <p>Elementary Schools:</p> <ol style="list-style-type: none"> 1. DIBELS (district report for grades K-1) 2. Running Records (Edusoft) 3. SRI (district report for grades 2-5) <p>High Schools HWT (Edusoft)</p>	<p>Data available (February) Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Attendance/Chronic Absence 2. Discipline Data (Referrals data, Suspension) 3. Intervention Data (school-based data) 4. Report Cards (school-based) 5. SRI mid-year data (school-based Lexile reports from SAM server) 6. SIRA-Science Instructional Reflection and Assessment (district report for grade 3) 7. Teacher Observation (school-based data) <p>Elementary Schools</p> <ol style="list-style-type: none"> 1. C-EOU Math for K-2 (Edusoft) 2. DIBELS for K-1 (Edusoft) 3. IGDI/FAST for TK (Edusoft) 4. Running Records for K-5 (Edusoft) 5. SBAC Interim ELA and Math - CR and PT scores (Edusoft and SBAC item report for grades 3-5) <p>Middle/High Schools</p> <ol style="list-style-type: none"> 1. CSDR - Comprehensive Student Data Roster (available 2/13 for Secondary Schools <u>only</u>) 2. Math Mid-Year End of Course Exams (Edusoft) 3. HWT (district report for grades 6-12) 4. SBAC ELA Interim (SBAC item report for grade 6-8 and 11) 5. Semester grades (Aeries) <p>High Schools PSAT district report (based on Oct 2014 exam)</p>
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<p>March</p>	<p>Big Question (Implementation View) How will you be intentional about what you are doing in April and May to continue to ensure all students are supported, with specific attention to students struggling with behavior, attendance, and/or credits/grades?</p> <p>Tip: <i>Don't forget to have some fun, celebrate successes to alleviate all the stress of preparing for SBAC Assessment!</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p>Data available (March) Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Attendance/Chronic Absence (weekly, monthly reports) 2. CELDT district report (based on Sept/Oct 2014 exam) 3. CSDR - Comprehensive Student Data Roster (available 3/20 for Elementary & Secondary Schools) 4. SIRA for grade 3 (Edusoft) 5. Discipline Data 6. Intervention Data (school-based) 7. Referrals data via Aeries.net 8. Report Card Grades </td> </tr> </table>	<p>Data available (March) Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Attendance/Chronic Absence (weekly, monthly reports) 2. CELDT district report (based on Sept/Oct 2014 exam) 3. CSDR - Comprehensive Student Data Roster (available 3/20 for Elementary & Secondary Schools) 4. SIRA for grade 3 (Edusoft) 5. Discipline Data 6. Intervention Data (school-based) 7. Referrals data via Aeries.net 8. Report Card Grades 	
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	<p>9. SRI mid-year data (school-based Lexile reports from SAM server) 10. Suspension data (monthly reports)</p> <p>Elementary</p> <ol style="list-style-type: none"> 1. C-EOU Math (district report for K-2) 2. DIBELS (district report for K-1) 3. Running Records (Edusoft) 4. SBAC Interim ELA and Math – constructed response and performance task scores (district report for grades 3-5) 5. SIRA (district report for grade 3)
<p>April</p>	<p>Big Question (Reflective View) How are you preparing for improvement planning for 2015-16? How are you preparing for summer school or summer programs?</p> <p>Tip: Think about the future and be innovative. Ensure that you are considering all data points, including formative assessment data, interim assessment data, and intervention data that you are tracking throughout the year, as well as additional data points specifically, Kindergarten, 3rd, 5th grade reading and literacy results, and 8th and 12th grade math results.</p> <p>Data available (April)</p> <p>Elementary/Middle/High Schools:</p> <ol style="list-style-type: none"> 1. Chronic Absence reports (weekly, monthly) 2. School discipline: <ul style="list-style-type: none"> * Suspensions (monthly) * Referrals reports (Aeries.net) 3. Math end-of-unit curriculum embedded assessment data (school-based) <p>Middle School & High School</p> <ol style="list-style-type: none"> 1. HWT (Edusoft) 2. Grades/GPA (school-based) (Aeries) <p>High School</p> <ol style="list-style-type: none"> 1. A-G requirements (school-based) (student transcripts) 2. Credits (school-based) (Aeries)
<p>May/ June</p>	<p>Big Question (Evaluative View) What evidence demonstrates that you met or did not meet your CSSSP goals? Evaluate – How well did you build capacity in teacher learning and leadership to support those CSSSP goals? How effective was your professional development and what is the evidence of its effectiveness? What is your Professional Development plan for the 2015-16?</p> <p>Tip: Focus on African American, Latino, Special Education, and English Language Learner student results, as well as your achievement, engagement, and graduation data results for the year, and think carefully about how you will plan for improvement going into the 2015-16 school year.</p> <p>Data available (May/June)</p> <ol style="list-style-type: none"> 1. Attendance/Chronic Absence (weekly, monthly, end-of-year) 2. Discipline data: <ul style="list-style-type: none"> * Referrals reports (Aeries.net) * Suspension (monthly year-to-date, end-of-year) 3. SRI end-of-year data (school-based Lexile reports from SAM server available immediately;



end of year summary district reports available end of June)

Elementary

1. DIBELS for K-1 (Edusoft)
2. IGDI/FAST for TK (Edusoft)
3. Running Records for K-5 (Edusoft)
4. SIRA for grade 3 (Edusoft)

Middle School & High School

1. CDSR - Comprehensive Student Data Roster (available May 8)
2. HWT (Edusoft, district reports available end of June)
3. Grades/GPA (Aeries)
4. Math EOY End of Course exams (Edusoft, district reports available end of June)

High School

1. A-G requirements (school-based, transcripts)
2. CAHSEE district report
3. Credits (Aeries)



Big Questions of the Month

&

Sub-Questions for Analysis and Discussion



AUGUST “BIG QUESTION OF THE MONTH”:

How can data from last year’s SRI, DIBELS, CST Science (5th), Attendance/Chronic Absence, Suspension, CELDT, PFT, as well as college & career readiness data (graduation rates, dropout rates, AP, CAHSEE, Linked Learning participation) inform our planning for students needs this year?

Sub-questions designed to help you answer the Big Question:

OUSD Leadership Rubric Dimension 1 (Equity) – Regularly collects and analyzes evidence about next steps and adjusts steps to achieve goals

- Which content areas/grade levels improved/declined? What do your trends look like over multiple years?
- What achievement gaps do you notice?
- What were your additional supports last year? Identify additional supports that could have contributed to improvements or declines in content areas/grades.
- How did you engage the team at your school to support student needs?

Based on your analysis, what are the highest leverage actions you can take this year to improve next year?

- In what areas did you experience the highest/lowest growth?
- How will this influence your site plan (CSSSP) for the school year?
- What are your goals for 2014-15? Do they need to be adjusted based on the data?



SEPTEMBER “BIG QUESTION OF THE MONTH”:

How do we use data from the 2014-15 beginning of year diagnostics (SRI, BPST, DIBELS, Running Records, Diagnostic Writing and Diagnostic Math) to inform planning for students needs this year aligned to the district’s instructional shifts of subject-based academic discussion, reading complex texts, and writing with evidence?

Sub-questions designed to help you answer the Big Question:

All Schools

- What percentage of your students is at grade level, below grade level, and above grade level? Which students that are not on track to move on to the next grade level?
- Based on the analysis of your diagnostics, what are the highest leverage actions you can take this year aligned to the district’s three instructional shifts?
- What are the key trends you identify in the data?
- What achievement gaps do you notice when comparing student groups (ethnicity, English Learner, Special Education, male, female, Free/Reduced price lunch, etc.)?
- How will this data influence your site plan (CSSSP) for the school year?

High Schools

- Which students (especially 12th graders) are not on track to graduate? Differentiate by content area and student subgroup.



OCTOBER “BIG QUESTION OF THE MONTH”:

How do school-specific formative and interim assessment data (such as classroom assessments, classroom observations, PLC data, COST team data, budget, other non-academic student outcome data) so far inform your college readiness efforts and align with your major improvement strategies (as outlined in your CSSSP)?

Sub-questions designed to help you answer the Big Question:

Based on the data available for your site and key state and district standards, identify the specific skills your students need in order to ensure they are on track to move on to the next grade or graduate.

Elementary/Middle Schools

Evaluate student progress on reading, writing, and math in regard to the students performing at grade level to assess progress in College and Career Readiness

- By student and grade level, which specific students showed improvement and what do you think are the reasons for this?
- In addition to proficiency level, what other data provide information about college readiness?

Middle Schools/High Schools

Assess progress in Algebra, Compression Math, AP Courses, Academies etc.

- What is the percentage of students enrolled in these courses by race, gender, and socio-economic level?
- What is the percentage of students by student group (English Learners, Special Education, etc.)?
- How do you track the percentage of attrition from each type of course during the first month of school?
- How are you working to decrease gaps in enrollment and success completion? What systems are in place?

High Schools only

Determine graduation status for all 12th grade students and develop plans to ensure they are on target to graduate. Provide special support for those seniors who may be falling behind.

- Do you have a process in place for monitoring the progress of current 12th graders

in their courses? If not, what do you need to put in place to ensure 12th graders are progressing toward graduation appropriately?

Analyze three-year SAT trends by subject area and assess progress towards goals by school and subgroup to evaluate achievement gaps.

- What is the overall three-year trend of SAT scores by subject area?
- Which student groups are farthest away from reaching goals or have had declining, flat, or marginal growth over the three years? What supports need to be in place for supporting these students?
- Which standards do the SAT results reveal as needing attention? How closely do these align with PSAT, CAHSEE results? If there is not close alignment, what accounts for this disparity?



NOVEMBER /DECEMBER “BIG QUESTION OF THE MONTH”:

How do your interim assessments and engagement data inform you about the progress being made on your goals set in CSSSP? How are college readiness indicators informing your planning for second semester?

Sub-questions designed to help you answer the Big Question:

Elementary/Middle/High Schools

Evaluate student performance on reading and math assessments and look at current levels to assess progress on Strategic Actions as identified in your CSSSP:

- What progress have you made towards your August school-wide goals?
- What trends are you noticing in subgroup data?
- Do you have a list of students who are not making expected progress? What are you doing to support their accelerated growth?

Monitor students with attendance rates below school targets or three or more unexcused absences and develop plans:

- How often are you monitoring attendance? What interventions/supports do you have in place? How well are these being utilized?

Monitor suspension and other discipline data by school and by subgroup to determine if specific groups are over-represented:

- Which subgroups are over-represented, if any? What are the types of suspensions?
- What plans do you have in place for addressing over-representations?

Monitor progress towards college readiness:

- What did your interim data tell you about college readiness and how are you monitoring?
- College readiness data indicators: SRI, Writing, Critical thinking, Discourse, Technology

Communicate progress towards school-wide goals to all stakeholders:

- How are you communicating student progress to your community? To staff? To school partners? To students? To families?



JANUARY/FEBRUARY “BIG QUESTION OF THE MONTH”:

After spending the last two months adjusting your strategies to support college readiness needs, where are your data showing improvement in college readiness and what areas are still in high need? How will you intentionally address student needs over the course of the next two months? How do these data and your “Instructional Practice Review” data affect your resource planning with Budget, site planning with key stakeholders for the next school year?

Sub-questions designed to help you answer the Big Question:

Elementary/Middle/High Schools

- Based on your data analysis, what is your course correction for the next few months?
- What are some implications for budget priorities you may consider for SY 2015-16?
- How does your teacher observation and support align to course correction?
- What did your interim data tell you about college readiness and how are you monitoring?
- What do your mid-year data tell you about your students’ progress toward college readiness?
- What data are you using to monitor student progress and how are you using it?
- How well are you implementing your plans? Are you on track?
- How are the following data informing your practice, and what actions are you taking?
 - Suspensions
 - Attendance/Chronic absence
 - Mid-year status and gaps

Middle Schools

- What percentage of 8th grade students are likely to receive Algebra credit at the end of the year, and what are you doing to support these students?
- What do your disaggregated data tell you about student groups, and how will you support all students?

High Schools

Analyze grades, attendance, behavior, and on-track status of 12th grade students to determine supports and schedule for second semester.

- Which students have Ds or Fs that might impact their ability to graduate? Which students are behind in credits?



- What courses are available for second semester to help students catch up?
- What do your disaggregated data tell you about student groups, and how will you support all students?
- Using “off track to graduate” reports, determine credit groups with which students need assistance.
- What supports do you have for students who are 1-2 credit groups deficient?
- What supports do you have in place for students who are 3 or more credit groups deficient?
- What do PSAT data tell you about students’ preparedness in taking college readiness tests?



MARCH “BIG QUESTION OF THE MONTH”:

How will you be intentional about what you are doing in April and May to continue to ensure all students are supported, with specific attention to students struggling with behavior, attendance, and or credits/grades?

Sub-questions designed to help you answer the Big Question:

Elementary/Middle/High Schools

- What are you doing to address the needs of students who are barely or not passing courses and are not at grade level?
- Who is responsible for identifying these students?
- Who is delivering the services needed?
- How are they being monitored?
- How are those interventions being assessed?
- What support does the school site need to accelerate your progress in addressing your students intervention needs?

High Schools

- How are you making effective use of your credit recovery program for students who are off track?
- What interim and mid-year data tell you about college readiness? How are these data informing your practice and what actions you are taking?
 - APEX
 - College & Career Plan completion rates
 - AP participation
 - Mid-Year status and gaps

DISCUSSION QUESTIONS FOR ELEMENTARY/MIDDLE/HIGH SCHOOLS

- As you develop schedules and budget for next year, how will you prioritize resources for college readiness?
- What is the plan to improve the alignment of people, time, and money – specifically how does your budget, your master schedule, your collaborative structures, and professional development approach reflect the school’s priorities (and therefore your major improvement strategies and action steps in your CSSSP)?
 - Are your most effective teachers assigned to the students needing the most support?
 - Is your master schedule addressing the gaps and needs in your school?
 - How will you update your CSSSP to reflect your learning from the above analyses?



APRIL “BIG QUESTION OF THE MONTH”:

How are you preparing for improvement planning for 2015-16? How are you preparing for summer school or summer programs?

Sub-questions designed to help you answer the Big Question:

Middle Schools/High Schools

- What are you doing to address the needs of students who are barely or not passing courses?

High Schools

- What are you doing to address the needs of students barely or not passing courses (D/Fs)?
- Are you making effective use of your credit recovery programs for students who are off track (looking at the number of seats and course completion rates)?

DISCUSSION QUESTIONS FOR ELEMENTARY/MIDDLE/HIGH SCHOOLS

How are you preparing for improvement planning for the upcoming year?

- What do your data from the year reflect about your progress to date?
- Are you considering making any changes to your major improvement strategies and/or Action Steps? Why?
- What are the key areas on which you will need to focus school-wide and individualized PD? What are your plans for implementation for spring and summer?
- What summer programs are in place to support students that are behind? What structures do you have in place to support families in finding the right academic and enrichment resources for their children during the summer months?

HIGH SCHOOLS only DATA ANALYSIS

Determine graduation status for all 12th grade students -- monitor plans of targeted students.

Identify the number and percentage of students that will not be graduating.

- What are your plans for supporting 12th grade students who are unable to graduate with their class/cohort?

Track the number of students who have visited colleges and the colleges visited.

- What do your college visit data tell you about who is planning to attend college and where?



MAY/JUNE “BIG QUESTION OF THE MONTH”:

Did you meet your CSSSP goals? Predict.

Evaluate – How well did you build capacity in teacher learning and leadership to support those CSSSP goals? How effective was your professional development and what is the evidence of its effectiveness? What is your Professional Development plan for 2015-16?

Sub-questions designed to help you answer the Big Question:

REFLECTIVE QUESTIONS FOR ELEMENTARY/MIDDLE/HIGH SCHOOLS TO INFORM 2015-16 PLANNING

Review and synthesize full year achievement data.

- What are the most significant school year trends (fall to spring) in regard to content, grade level, and disaggregated student groups? Reflect on the reasons for these trends.
- What implications do these trends have on your planning for next year, including budgeting and scheduling decisions you already made in February?
- What professional supports and structures did you have in place this year to support teachers’ instructional improvement? What changes do you need to make for the upcoming year?

Review full year attendance and behavior data.

- What are your school year (fall to spring) attendance and behavior trends? Where is your attendance and behavior strongest versus weakest when it comes to week-to-week and month-to-month trends? What are contributing factors to these trends? How will you put additional resources in place to support students during challenging periods?
- What implications do these trends have on your planning for next year?
- What successes can you build upon?

HIGH SCHOOLS only REFLECTIVE QUESTIONS TO INFORM 2015-16 PLANNING

Determine graduation status for all 11th grade students and monitor plans of targeted students.

Analyze student withdraw/mobility data to assess recovery practices and identify adjustments.

- What are your plans for supporting 11th grade students not on track to graduate with their class/cohort? How many 1:1 conversations are counselors and teachers having with off-track students? How do you get in front of every off-track student before the end of the year?
- How will you use PSAT scores to schedule students for appropriate remedial courses next year?
- What are your school year (fall to spring) withdraw/mobility trends?
- What implications do these trends have on your planning for next year?

APPENDIX I

Glossary of Terms/Acronyms

A-G requirements: A-G course completion means that a high school graduate has completed a set of 15 college preparatory courses in seven subject areas with a grade of “C” or better. This is a requirement for eligibility for admission to the University of California or California State University system. Each subject area is identified with a letter, from A to G:

A. History/Social Science:	2 years
B. English:	4 years
C. Math:	3 years (Algebra 1 and higher)
D. Lab Science:	2 years
E. World language:	2 years
F. Visual and Performing Arts:	1year
G. College-Prep Electives:	1year

AP: Advanced Placement courses. Students who take AP courses and/or take AP exams offered in multiple subject areas and score a “3” are considered to have passed the test, and those scoring a “4,” or “5” may be eligible for college credit.

Balanced Scorecard: The District and School Balanced Scorecard includes a focused set of student-centered indicators measuring whether all students are on track to graduate college- and career-ready. Improvement goals are set each year for each indicator; which are all included in the annual Scorecard and in the Goals section of OUSD’s Local Control Accountability Plan (LCAP).

BPST: Basic Phonics Skills Test is diagnostic tool that includes both phonemic awareness and letter/sound identification measures appropriate for students in grades K-5.

CAHSEE: California High School Exit Exam is a state mandated test for students in grades 10-12. All high school students must pass CAHSEE to earn a high school diploma, with the exception of some students with disabilities. Students first take this test in grade 10. If they do not pass both the English Language Arts and Math sections, they have more chances to take and pass it in grades 11 and 12.

CELDT: California English Language Development Test is a state mandated test administered annually to track the level of English acquisition of English Learners in grades K-12 until they are reclassified as fluent English proficient.

CIG: Continuous Improvement Guide

CMA: California Modified Assessment for Science is state mandated alternative test for most students with disabilities in grades 5, 8 and 10 with an IEP or 504 Plan that identifies the use of CMA-Science. The CMA for ELA and Math were replaced in 2013-14 by the Common Core aligned The Smarter Balanced Assessment Consortium (SBAC) online state test.

College Readiness Indicators: Evidence-based data or vital signs that a student at any grade level is on-track to becoming college ready, such as: report card, course grades, reading level, math level, high attendance, no suspensions, college-ready scores on EAP, PSAT, SAT, AP exams, and/or have all required course credits and is on-target to graduate.

COS Team: Coordination of Services Team to coordinate interventions and services for students.

CSSSP: Community Schools Strategic Site Plan, the school's site plan as required by Ed. Code

CST: California Standards Test for Science is state mandated test for all students in grades 5, 8 and 10. The CST for ELA and Math were eliminated in 2013-14 and replaced by the Common Core aligned The Smarter Balanced Assessment Consortium (SBAC) online state test.

Diagnostic: An assessment is called diagnostic if it can be used to diagnose specific areas of mastery or difficulty in order to inform targeted interventions.

DIBELS: Dynamic Indicators of Basic Early Literacy Skills is a set of phonemic awareness and reading fluency measures for assessing the acquisition of early literacy skills in grades K-1.

ELL: English Language Learner

EOY: End of Year

FAST: Formative Assessment System for Teachers includes letter name and letter sound assessment measures used in Transitional Kindergarten classrooms.

Formative Assessment: Assessments that enable teachers to monitor student learning, to see where students are struggling and adjust their teaching to target the areas of improvement.

GPA: Grade Point Average

IGDI: Individual and Growth Development Indicators include picture naming, rhyming and alliteration assessment measures used in Transitional Kindergarten classrooms.

ILT: Instructional Leadership Team

Intervention: An academic intervention consists of a strategy or set of actions used to teach a new skill, build mastery of a skill, or support application of a skill to new situations. The aim is to increase or accelerate student learning.

LCAP: Local Control Accountability Plan. Beginning in 2014-15, all California districts have a Local Control Accountability Plan that includes goals for improvement in 8 state priority areas, and identifies how Local Control Funding Formula (LCFF) base, supplemental, and concentration dollars are budgeted to support low income students, foster youth, English learners, and other groups of students who are outside the sphere of success.

PFT: California Physical Fitness Test is required by the state for all students in grades 5, 7, and 9.

Running Records: A method of coding and analyzing a student's oral reading behaviors, accuracy, and the types of errors made in reading and comprehending text. OUSD's running records are using Fountas and Pinnell (F&P) and Developmental Reading Assessments (DRA).

SAM: Scholastic Assessment Manager is used to access SRI data reports.

SBAC Assessment: Smarter Balanced Assessment Consortium state assessment aligned to the Common Core State Standards in English Language Arts and Mathematics. The fully operational online assessment will be administered for the first time in California and other states in spring 2015.

SSC: School Site Council

SRI: Scholastic Reading Inventory is taken online by all students in grades 2-12, which provides immediate actionable reading comprehension data, reported as Lexile scores. This year SRI will be able to provide a quantifiable trajectory to college and career readiness.

TDGS Pilot: Teacher Growth and Development System is a model developed over the past 3 years by OUSD teachers, administrators, and parents through the Effective Teaching Task Force. TGDS looks at assessing teaching effectiveness in planning and preparation, classroom environment, teaching and learning, and professional responsibilities. TGDS will be piloted in 15 schools during the 2014-15 school year, with plans for district-wide implementation in 2015-16.



APPENDIX II:
Leadership Dimensions

Leadership Dimensions & Focus Elements

Dimension 1 Equity	Element 1.2 Advocacy	<p>Collective Equity Goals 1.2.2</p> <ul style="list-style-type: none"> • Sets collaborative equity goals and outcomes based on evidence analysis to implement equity goals for classrooms, school and community • Regularly collects and analyzes evidence about next steps and adjusts steps to achieve goals
Dimension 2 Vision	Element 2.2 Engagement	<p>Implementation of Vision 2.2.2</p> <ul style="list-style-type: none"> • Builds capacity of adults and students to act on shared vision (SQR 5.1) that endows the community with the power of the possible in building and maintaining an equitable school community • Demonstrates culturally appropriate and responsive choices in communicating and implementing vision • Develops systems and allocates resources in support of the school’s vision (SQR 5.10), including deliberate actions regarding rituals and routines and visual artifacts that communicate the school vision
Dimension 3 Relationships	Element 3.1 Relationship Building	<p>Principal Emotional Intelligence 3.1.3</p> <ul style="list-style-type: none"> • Uses a range of communication skills to interact effectively with and encourage full participation of individuals and groups of diverse backgrounds, abilities and lifestyles (SEL 4A) • Demonstrates self-regulation in developing and sustaining relationships • Exhibits a high degree of emotional acuity, (managing emotions, thoughts, impulses and stress/SEL 1A; SEL 2A) and displays empathetic responses to other people’s emotions, perspectives, and cultures so that constituents feel heard and understood (SEL 3A) • Uses appropriate inventories to gauge the emotional intelligence of staff members and customizes relational responses to individuals and groups (SEL 4A) • Develops and practices skills as warm demander
Dimension 6 Management	Element 6.2 Equitable Systems	<p>Collaborative Responsibility for Resources 6.2.2</p> <ul style="list-style-type: none"> • Engages appropriate teams in understanding the complexity of the resource picture and connecting school’s vision of equitable outcomes to fiscal and facilities resource allocation • Engages appropriate teams in fiscal decisions based on shared decision-making and achieving equitable outcomes and developing and maximizing resources for school • Fully engages the staff in appropriate levels of decisions about school schedule (including inclusion, interventions, acceleration), and personnel assignments and facilitates conversations about equitable access for all students • Seeks out coaching support from internal leadership and external departments to effectively complete deliverables • Addresses urgent needs while maintaining consistent progress on important goals <p>High Functioning Teams 6.2.3</p> <ul style="list-style-type: none"> • Fully implements effective shared leadership structures and processes for decision-making and communication • Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students and that support team development and coaches team members and teams to work collaboratively

Leadership Dimensions & Focus Elements

Dimension 7 Instruction	Element 7.1 Instructional Expertise: Leaders	Pedagogical Expectations 7.1.2
		<ul style="list-style-type: none"> Models, guides, and supports the development of quality instruction that emphasizes academic rigor for student thinking, listening, speaking, and writing (SQR 5.6) Uses inventories, surveys, and classroom evidence to diagnose current pedagogy in school and aligns instructional practices across the school that support rigor and engagement in student and teacher learning Advocates for and models the use of culturally and linguistically relevant pedagogy that includes cultural and community assets of students and families in professional learning opportunities for teachers
		Conditions for Adult Learning 7.1.4
		<ul style="list-style-type: none"> Customizes leadership style and develops a range of coaching strategies to differentiate coaching support individual teachers and teacher teams Set up structures for professional learning and school coaching by site-based and district coaches Fosters informal adult learning through strategic conversations with and among teachers and staff that include courageous conversations about instructional practices Works with teacher leadership to implement professional learning² that supports high-functioning teams, models effective practices, promotes teacher leadership, and supports teachers to continuously improve their practices (SQR 3.4)
		Conditions for Student Learning 7.1.5
		<ul style="list-style-type: none"> Models personalization in student relationships that demonstrate the importance of teacher connectedness to students Emphasizes equitable access to curriculum and academic practices appropriate to grade level for all learners³ Supports teachers and staff in maintaining a classroom and school environment that ensures effective and equitable student learning and effective communication with teachers regarding student referrals and suspensions Documents and analyzes classroom and school discipline data trends for inequities and efficacy
Dimension 8 Accountability	Element 8.1 Accountability Fundamentals	Teacher, Staff and Student Evaluation Systems 8.1.3
		<ul style="list-style-type: none"> Communicates teacher and staff evaluation systems and expectations to all staff, normalizes the importance teacher and staff evaluation practices as a key lever in improving student outcomes Sets up systems for collecting and analyzing evidence from formal evaluations that can guide professional learning decisions and ensure a demonstrable connection between teacher performance and student learning Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers and staff, including input on evaluations of partner staff Sets up systems for logistical and legal requirements related to administration for student assessments
	Element 8.2 Accountability Systems	Collaborative Capacity for Data Driven Inquiry Systems 8.2.2
		<ul style="list-style-type: none"> Builds capacity of teachers and teams in using data-driven cycles of inquiry (including data conferences) to improve student performance and student experience in learning (SQR 3.2) Builds capacity of teachers to use evidence and data effectively (SQR 5.8) to collaboratively calibrate what constitutes high quality work and common scoring and grading practices Engages teachers and teacher teams in using technology for data analysis and reporting Provides opportunities for families to engage with and understand what their children are learning, why they're learning it, and what it looks like to perform well (SQR 4.6)

² Professional learning structures are addressed in Management Dimensions related to high functioning team structures and decision-making

³ Equitable access for students who are placed at risk for underperformance, including English language learners, students with disabilities, African American students, students who identity as LGBTQ, and students from vulnerable families and communities that are in economic distress

INQUIRY AND PLANNING TOOL

Continuous Improvement Inquiry & Planning Tool: AUGUST

2014-2015 School Year Big Question: How are you aligning strategies to ensure student achievement increases among all students and that achievement gaps are closing for our Local Control Funding Formula (LCFF) designated subgroups (Low Income, English Language Learners, Foster Youth) and other targeted groups of students? How are you ensuring that gaps are closing for your targeted subgroups?

August Big Question (Summative View): How can data from last year's SRI, DIBELS, attendance/chronic absence, suspension, CELDT, PFT, as well as college & career readiness data (graduation rates, dropout rates, A-G completion, AP participation, CAHSEE, Linked Learning participation) inform our planning for students' needs this year?

1A. ANALYZE STRENGTHS: What do the data say about our strengths?	1B. ANALYZE CHALLENGES: What do the data say about our challenges?
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August Sub-Questions: Which content areas/grade levels improved/declined? What do your trends look like over multiple years? What achievement gaps do you notice?	August Sub-Questions: Which content areas/grade levels improved/declined? What do your trends look like over multiple years? What achievement gaps do you notice?
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<i>Data Analysis</i>	<i>Data Measure</i>	<i>Student Group Lens</i> <small>Schoolwide/ Grade Level/ Pathway/ LCAP Groups*</small>	<i>Data Analysis</i>	<i>Data Measure</i>	<i>Student Group Lens</i> <small>Schoolwide/ Grade Level/ Pathway/ LCAP Groups*</small>
6th grade has the highest rate of proficiency in the school- 62.9%	SRI	Grade Level	39.7% of students do not read at grade level	SRI	Schoolwide
69% of low income students grew	SRI	Low-Income Students	11.4% didn't grow and 19.6% only grew half year or less	SRI	Schoolwide
60.3% of students read at grade level or above	SRI	Schoolwide	39.3% of student leave UPA not reading at grade level.	SRI	Schoolwide
71% of students grew in 7th and 8th grade	SRI	Grade Level			

*LCAP priority groups include Latino students, African American Students, English Language Learners, Students with Disabilities, Foster Youth, and Low-Income Students

*LCAP priority groups include Latino students, African American Students, English Language Learners, Students with Disabilities, Foster Youth, and Low-Income Students

2A. REFLECT on STRENGTHS: How did our practices last year produce these strengths?		2B. REFLECT on CHALLENGES: How did our practices last year produce these challenges?	
August Sub-Questions:	<i>What were your additional supports last year? Identify additional supports that could have contributed to improvements or declines in content areas/grades. How did you engage the team at your school to support student needs?</i>	August Sub-Questions:	<i>What were your additional supports last year? Identify additional supports that could have contributed to improvements or declines in content areas/grades. How did you engage the team at your school to support student needs?</i>
PD provided on literacy strategies.		No clear plan for acceleration for all students.	
Focus on literacy strategies in observation and feedback sessions with teachers.		Very little structural support for independent reading.	
Instructional facilitator focus on literacy.		No plan, resources, and very little differentiation for below grade level readers.	
ILT and departments focused on literacy.			

3. PLAN: What are the implications of the August data inquiry for our plan for this year? How will we adjust or add to our strategies and actions to meet our goals?	
August Sub-Questions:	<i>Based on your analysis, what are the highest leverage actions you can take this year to improve next year? In what areas did you experience the highest/lowest growth? How will this influence your site plan (CSSSP) for the school year? What are your goals for 2014-15? Do they need to be adjusted based on the data?</i>
Adjustment/Addition #1:	Building and maintaining a strong independent reading program: SSR, training all teachers in reading, adding a number of new independent reading books to all classrooms and library, and rewarding independent reading goals.
Adjustment/Addition #2:	Building and maintaining an acceleration program for students who read below grade level using SRI, DRA and other diagnostics. RSP teacher and reading specialist to support the program.
Adjustment/Addition #3:	
Adjustment/Addition #4:	

EFFECTIVE PRACTICES WEBSITE

* RESULT OF 3 YEARS OF SCHOOL QUALITY REVIEWS IN 50 SCHOOLS

CONTINUED BUILD OUT AND DEVELOPMENT OF WEBSITE IS ONGOING.



HOME (/) INDICATORS ([HTTP://EFFECTIVEPRACTICES.WEEBLY.COM](http://effectivepractices.weebly.com))

CIS HOME ([HTTP://QUALITYCOMMUNITYSCHOOLS.WEEBLY.COM/](http://qualitycommunityschools.weebly.com/))

CONTACT ([HTTP://QUALITYCOMMUNITYSCHOOLS.WEEBLY.COM/STAFF.HTML](http://qualitycommunityschools.weebly.com/staff.html))

This website is a database of effective practices based on three years of School Quality Reviews. We have cataloged practices that rated positively in our Reviews. You can click the links to locate **EXAMPLES** of practices, including **CONTACT INFO** for Oakland schools doing great work!

CLICK LINKS BELOW TO LEARN MORE...



(/qi-1-quality-learning.html)

Quality Indicator 1: (/qi-1-quality-learning.html)

Quality Learning Experiences for All

Students



(/qi2-safe--supportive.html)

Quality Indicator 2: (/qi2-safe--supportive.html)

Safe, Supportive, & Healthy Learning

Environments



(/qi3-focused-improvement.html)

Quality Indicator 3: (/qi3-focused-improvement.html)

Learning Communities Focused

on Continuous Improvement



(/qi4-meaningful-engagement.html)

Quality Indicator 4:

(/qi4-meaningful-engagement.html)

QUESTIONS? (click to email)

David Montes de Oca

(mailto:david.montes@ousd.k12.ca.us)

Deputy Chief, Continuous School Improvement

David Chambliss

(mailto:david.chambliss@ousd.k12.ca.us)

Director, Continuous School Improvement

Does **your school** have an effective practice aligned to our quality standards (<http://qualitycommunityschools.weebly.com/quality-standards.html>) that you want to shared?

Contact us!





(/qi5-effective-leadership.html)

Quality Indicator 5: (/qi5-effective-leadership.html)

Effective School Leadership &

Resource Management

BACKGROUND

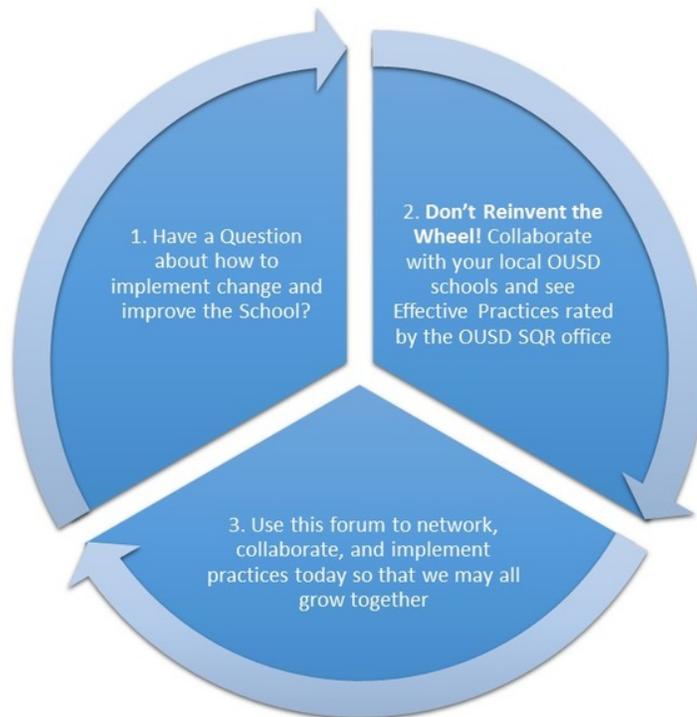
Schools, parents, teachers, and the rest of the Oakland community have been requesting ideas for school improvement.

You've asked, and we've answered.

Each year, School Quality Reviews are done across the Oakland Unified School District to measure and benchmark our schools. As a result, we've found highly effective practices across OUSD schools.

Here you'll find these effective practices from Oakland's top performing schools in particular focus areas. These practices are designed to support our local schools with moving forward in a particular standard, both in terms of questions and implementation.

In most instances, these practices are implemented with means beyond what we can share online. We invite and encourage you to directly contact schools, leaders, and people that are associated with a respective practice.



QUALITY INDICATOR LINKS



(/qi-1-quality-learning.html)

**Quality Indicator 1: (/qi-1-quality-learning.html)
Quality Learning Experiences for All Students**

A quality school makes sure that the school curriculum is challenging and connects to the needs, interests, and cultures of its students. It ensures that students learn in different ways inside and outside the classroom. A quality school supports students to take risks and intervenes when they struggle. It inspires students to see how current learning helps them achieve future goals. In a quality school, each child's learning is regularly assessed in different ways. This assessment information is used to plan their learning, to provide strategic support, and to empower the students and their families to manage their academic progress and prepare for various college and career opportunities.

Focus Standards:
(/qi-1-quality-learning.html)

Curriculum that is Meaningful and Challenging (Standard 1.1)

(/qi-1-quality-learning.html)

Provides safe and nurturing learning environments (Standard 1.2)

(/qi-1-quality-learning.html)

Uses instructional strategies that make learning active (Standard 1.4)

(/qi-1-quality-learning.html)

Ensures Learning & Application (Standard 1.7)

(/qi-1-quality-learning.html)

Academic intervention and broader enrichment (Standard 1.8)

(/qi-1-quality-learning.html)

Equitable access to curriculum (Standard 1.10)

(/qi-1-quality-learning.html)

College preparedness resources. (Standard 1.11) (/qi-1-quality-learning.html)

Practices On: Challenging Curriculum (/qi-1-quality-learning.html), Learning Environments, Instructional Strategies, Academic Intervention, Enrichment Support, College Preparedness (/qi-1-quality-learning.html)



(/qi2-safe--supportive.html)

**Quality Indicator 2: (/qi2-safe--supportive.html)
Safe, Supportive, & Healthy Learning Environments**

A quality school is a safe, healthy center of its community. Its students, their families, the community, and school staff feel safe because school relationships, routines, and programs build respect, value individual and cultural differences, and restore justice—in the classrooms, hallways, and surrounding neighborhood. Its members are healthy and ready to learn, work, and parent because they have access to services—before, during, and after the school day—that address their academic, emotional, social, and physical needs.

Focus Standards:
(/qi2-safe--supportive.html)

Coordinated and Integrated system of support services (Standard 2.2)

(/qi2-safe--supportive.html)

Inclusive, welcoming and caring community (Standard 2.6) (/qi2-safe--supportive.html)

Practices On: Integrated school systems, Learning support services, Inclusive communities, Fostering communication, and Valuing cultural differences. (/qi2-safe--supportive.html)



(/qi3-focused-

improvement.html)

**Quality Indicator 3: (/qi3-focused-improvement.html)
Learning Communities Focused on Continuous Improvement**

A quality school consistently and collaboratively works to improve itself and to produce higher and more equitable outcomes by students. The school staff – in collaboration with students, families and the broader community – study, reflect, and learn together to strengthen their individual and collective efforts. They consistently look at data, plan, monitor, and evaluate their work. Through these efforts, they share decision-making, responsibility, and accountability.



(/qi4-meaningful-

engagement.html)

**Quality Indicator 4: (/qi4-meaningful-engagement.html)
Meaningful Student, Family and Community Engagement/Partnerships**

A quality school draws on the strengths and knowledge of the students, their families, and the community to become a center of support to the community and to meet the needs of all its members. Students, families, and community groups are “at the table”—giving voice to their concerns and perspectives; looking at data; planning, monitoring, evaluating the quality of the school; and participating in key decisions.

**Quality Indicator 5: (/qi5-effective-leadership.html)
Effective School Leadership & Resource Management**

happens when school leaders work together to build a

Focus Standards:

(/qi3-focused-improvement.html)

Collaborative Planning, Data Collection and Analysis (Standard 3.1)

(/qi3-focused-improvement.html)

Professional Learning Activities (Standard 3.4) (/qi3-focused-improvement.html)

Practices on: Professional development, Teaching leadership, Data-driven progress, and Inquiries. (/qi3-focused-improvement.html)

Focus Standards:

(/qi4-meaningful-engagement.html)

Working Together in Partnership (Standard 4.2)
(/qi4-meaningful-engagement.html)

Student/Family Engagement on Student Progress (Standard 4.5)

(/qi4-meaningful-engagement.html)

Family Engagement on Student Learning (Standard 4.6)
(/qi4-meaningful-engagement.html)

Practices On: Parent engagement, Community outreach, External communications, Resource centers, and Parent workshops. (/qi4-meaningful-engagement.html)

Focus Standards:

(/qi5-effective-leadership.html)

Vision Driven (Standard 5.4)

(/qi5-effective-leadership.html)

Focused on Equity (Standard 5.5) (/qi5-effective-



(/qi5-effective-

leadership.html)

vision of quality and equity, guiding the efforts of the school community to make this vision a reality.

Leaders focus the school community on instruction, enabling positive academic and social-emotional outcomes for every student. Leaders guide the professional development of teachers and create the conditions within which teachers and the rest of the community engage in ongoing learning. These leaders manage people, funding, time, technology, and other materials effectively to promote thriving students and build robust, sustainable community schools.

leadership.html)

Supports the development of quality instruction (Standard 5.6)

(/qi5-effective-leadership.html)

Culture of Mutual Accountability: Collaboratively develops outcomes & monitors progress (Standard 5.9)

(/qi5-effective-leadership.html)

Organizational Management (Standard 5.10) (/qi5-effective-leadership.html)

Practices On: Resource management, Vision collaboration, Equity data, Teacher support, and Accountability metrics. (/qi5-effective-leadership.html)



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

(<http://www.ousd.k12.ca.us>)

SCHOOL BALANCED SCORECARD

Coliseum College Prep Academy

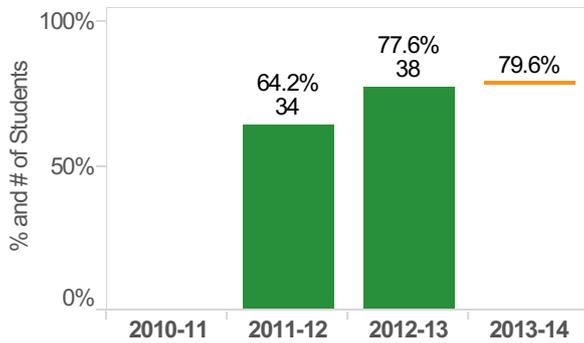


School Balanced Scorecard - 2014-15

Goal: Graduates are college and career-ready

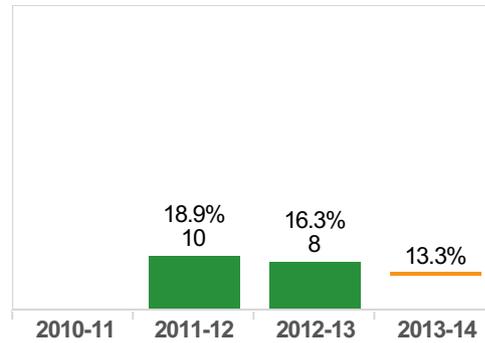
Cohort Graduation

Increase the four-year cohort graduation rate by 2 percentage points.



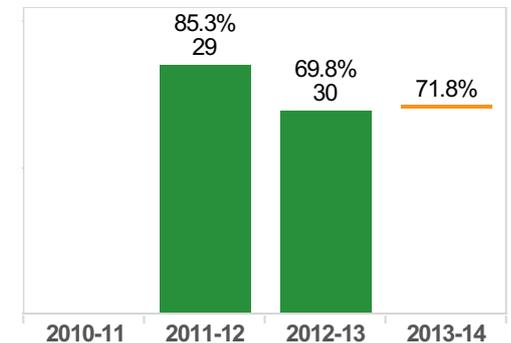
Cohort Dropout

Reduce the four-year cohort dropout rate by 3 percentage points.



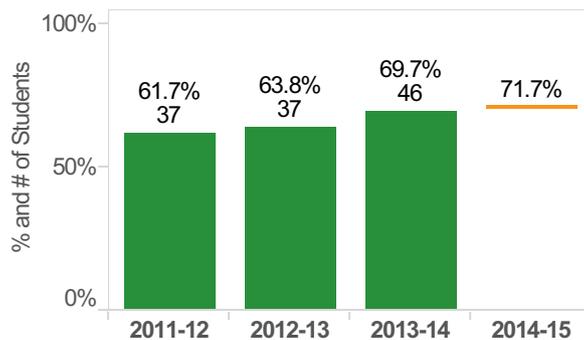
A-G Completion

Increase the A-G completion rate with a grade of C or better by 2 percentage points.



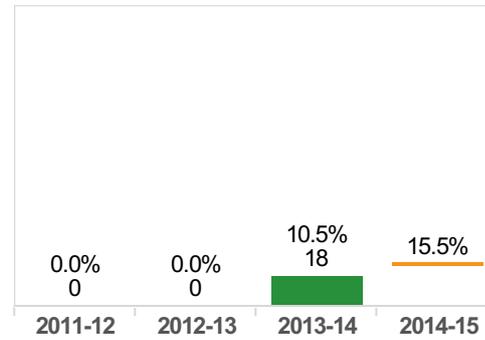
CAHSEE Pass Rate

Increase the Grade 10 CAHSEE passing rate by 2 percentage points.



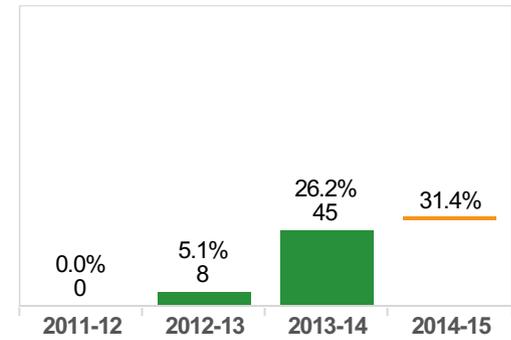
Pathway Participation

Increase the Grade 10-12 career pathway participation rate by 5 percentage points annually.



AP Participation

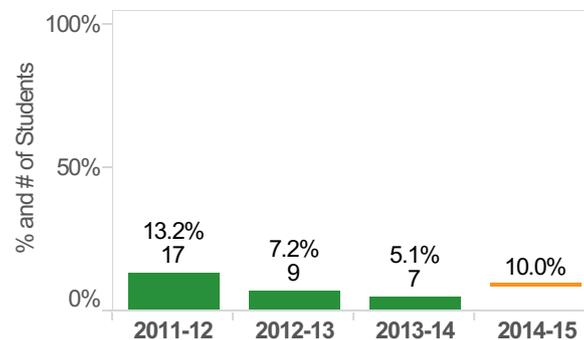
Increase the Grade 10-12 AP course completion rate by 20%.



Goal: English Learners are reaching English Fluency

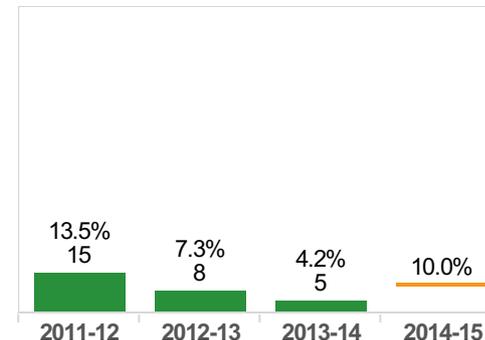
EL Reclassification

Increase the EL reclassification rate to 10% or, if already at 10% or above, increase it by 10% over prior year.



LTEL Reclassification

Increase the LTEL reclassification rate to 10% or, if already at 10% or above, increase it by 20% over prior year.



Coliseum College Prep Academy

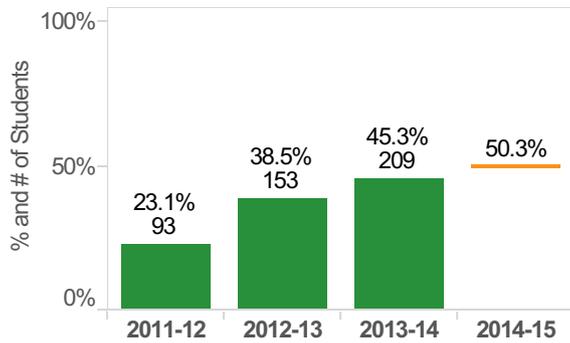


School Balanced Scorecard - 2014-15

Goal: Students are reading at or above grade level

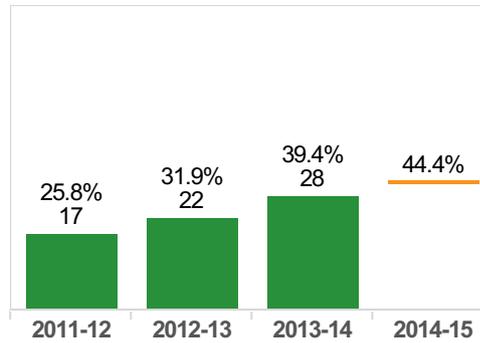
SRI - All Grades

Increase the percent of students in all grades reading at or above grade level by 4 percentage points.



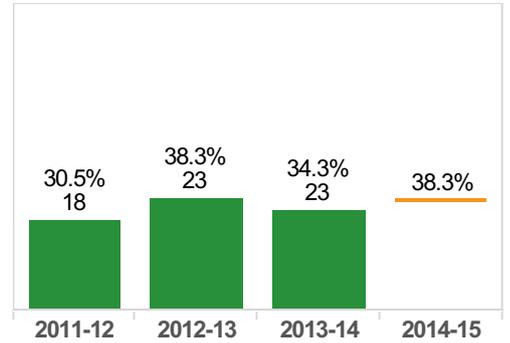
SRI - Grade 6

Increase the percent of students in Grade 6 reading at or above grade level by 5 percentage points.



SRI - Grade 9

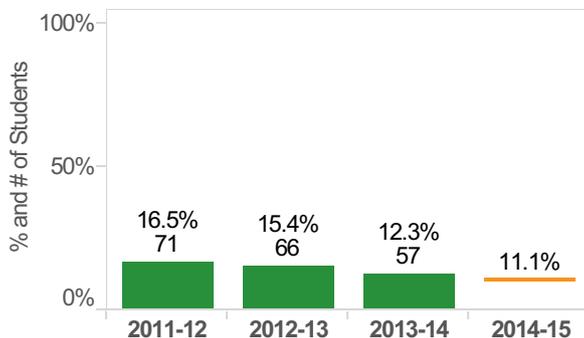
Increase the percent of students in Grade 9 reading at or above grade level by 4 percentage points.



Goal: Students are engaged in school everyday

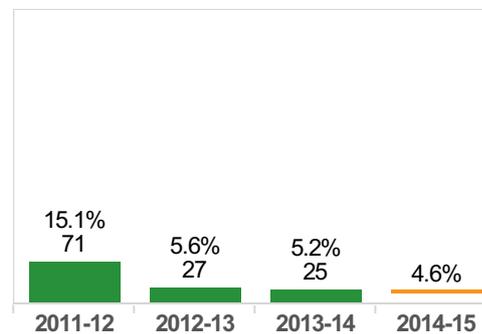
Chronic Absence

Reduce the chronic absence rate by 10%, or maintain at 5% or less.



Suspension

Reduce the off-campus suspension rate by 10%, or maintain at 5% or less.



Goal: Students are proficient in state academic standards

SBAC English Language Arts & Math

Establish baseline for proficiency rates on new online state tests in 2014-15.

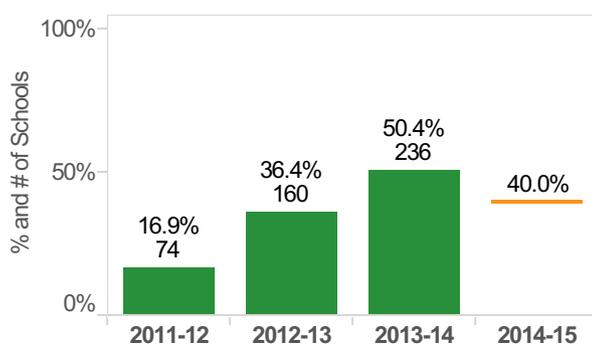
Math Performance Task

Increase the percent of students scoring at or above benchmark level by 5 percentage points.

Goal: Parents and families are engaged in school activities

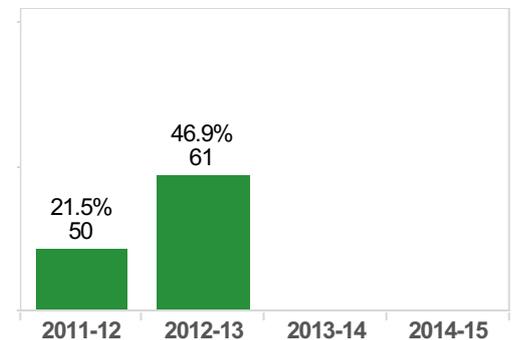
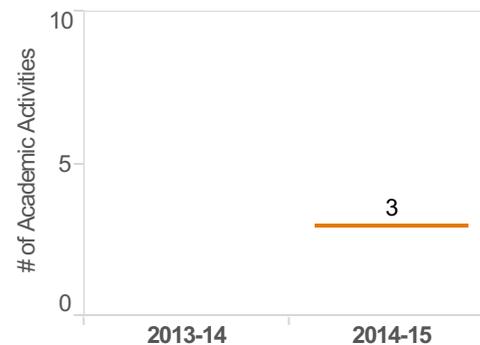
Parent Survey Participation

Increase the California Healthy Kids Parent Survey participation rate to 40% or maintain at 40% or above.



Parent Activities

Offer at least 3 academic activities for families per year.



DATA REPORTS – PUBLICLY ACCESSIBLE



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

HOME (/) REPORTS (/REPORTS.HTML) RESOURCES (/RESOURCES.HTML)
REQUESTS (/REQUESTS.HTML)



Starting 2014-15, all data reports will be available on Google Drive only. The Data Team has migrated historical reports going back to the 2011-12 school year from Sharepoint to the new Google Drive. Sharepoint will close out by the start of the 2015-16 school year.

If you need help accessing the Google Drive or Sharepoint, please email **Rattana Yeang** (<mailto:rattana.yeang@ousd.k12.ca.us>) for support.



(<https://drive.google.com/a/ousd.k12.ca.us/>)

tab=mo#folders/0B6QEgRqzjxxz0E3OXI1X0ZDbGs)

INTERNAL DATA REPORTS (OUSD EMPLOYEES ONLY)

To access our new reports on Google Drive, click **HERE**

(<https://drive.google.com/a/ousd.k12.ca.us/?tab=mo#folders/0B6QEgRqzjxxz0E3OXI1X0ZDbGs>).



(https://drive.google.com/a/ousd.k12.ca.us/folderview?id=0B6QEgRqzjxxzTVFSUW1ZUml4Sms&usp=drive_web)

PUBLIC DATA REPORTS (ACCESSIBLE BY ANYONE)

To access our public reports on Google Drive, click **HERE**

(https://drive.google.com/a/ousd.k12.ca.us/folderview?id=0B6QEgRqzjxxzTVFSUW1ZUml4Sms&usp=drive_web).

PUBLIC DATA SOURCES



(<http://www.ousd.k12.ca.us/domain/55>)

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP) (<http://www.ousd.k12.ca.us/domain/55>)

The CSSSP is created by a school team including the principal, teachers, parents, community partners, and secondary school students, and is a tool for sites to prioritize particular programs and strategies that will best serve their students, families, and the community. It lays out each school's plan for becoming a Full Service Community School alongside important data.



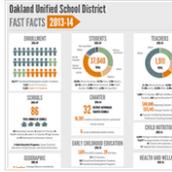
CALIFORNIA DEPARTMENT OF EDUCATION (<http://www.cde.ca.gov/ds/>)

Demographic and Performance Data on California's schools and districts can be found on the California Department of Education Dataquest website. Please note that some OUSD district level may include charter school information.



SCHOOL INFORMATION

(<http://www.cde.ca.gov/ds/>)



FAST FACTS (/uploads/3/7/4/7/37475871/ousd_districtwide_fast_facts_1314.pdf)

Fast Facts was designed to give you quick access to basic numbers and information on OUSD. What is our total enrollment? What is our total number of schools? What percentage of our student population is eligible for free or reduced priced lunch? All these answers and more can be found on our simple to use infographic.

(/uploads/3/7/4/7/37475871/ousd_districtwide_fast_facts_1314.pdf)

OUSD WEB MAP CENTER (<http://ousd.maps.arcgis.com/home/>)

The OUSD Web Map Center contains an array of maps and apps that support administrative and research initiatives.



(<http://ousd.maps.arcgis.com/home/>)

ADDITIONAL INTERNAL DATA SOURCES



AERIES (<https://aeriesnet.ousd.k12.ca.us/Login.aspx?page=default.aspx>)

Aeries is OUSD's current student information system provider. Training and support materials are available **HERE** (<http://www.aeries.com/Training-Support/support-videos>). For any additional information, please contact **Information Technology Services** (<http://www.ousd.k12.ca.us/Domain/106>).

(<https://aeriesnet.ousd.k12.ca.us/Login.aspx?page=default.aspx>)



EDUSOFT (<http://edusoft.ousd.k12.ca.us/>)

Edusoft is OUSD's current assessment and reporting platform. It allows schools to administer site based assessments and district-wide benchmarks. Data and reports are available at the individual, school, and district level. For more information, please contact **Lars Jorgensen** (<mailto:lars.jorgensen@ousd.k12.ca.us>).

(<http://edusoft.ousd.k12.ca.us/>)



SCHOLASTIC ACHIEVEMENT MANAGER (SAM)

The Scholastic Achievement Manger (SAM) is OUSD's online management tool for the Scholastic Reading Inventory (SRI). You can access SAM through separate **elementary** (<http://ousd-read180-es.ousdnet:55880/slms/EducatorAccess>), **middle** (<http://ousd-read180-ms.ousdnet:55880/slms/EducatorAccess>), and **high school** (<http://ousd-read180-hs.ousdnet:55880/slms/EducatorAccess>) log in pages. Data and reports are available at the individual, school, and district level. For more information, please contact **Lars Jorgensen** (<mailto:lars.jorgensen@ousd.k12.ca.us>).

OUSD Homepage

(<http://www.ousd.k12.ca.us/site/default.aspx?PageID=1>)

Office of Research, Assessment & Data

Research & Evaluation
(<http://www.ousd.k12.ca.us/Domain/3307>)
Assessments
(<http://www.ousd.k12.ca.us/Domain/3118>)

LOCATION

Tilden School Campus

(<https://www.google.com/maps/place/4551+Steele+St,+Oakland>)
4551 Steele Street, RM 11
Oakland, CA 94619
F: 510.531.6539

SUSPENSION

Coliseum College Prep Academy - 2011-12 - 2013-14

Suspension rates shown here are the percentage of students who received one or more out-of-school suspensions during the year, and include students who were enrolled at any time during the year. Suspension data comes from AERIES school discipline records that have a primary infraction code between 1 and 25 – infractions for which the student is sent home. Out-of-school suspension does not include "on-campus" or "in-house" suspension. If you have any questions, please contact **Jay Tharp** at james.tharp@ousd.k12.ca.us.

All Students			Total
	2011-12	 15.1%	471
	2012-13	 5.6%	479
	2013-14	 5.2%	485
Student Groups			
Female	2011-12	 9.0%	212
	2012-13	 5.8%	226
	2013-14	 3.8%	238
Male	2011-12	 20.1%	259
	2012-13	 5.5%	253
	2013-14	 6.5%	247
English Language Learner	2011-12	 18.8%	154
	2012-13	 5.8%	173
	2013-14	 4.6%	174
Special Ed	2011-12	 25.0%	56
	2012-13	 7.7%	65
	2013-14	 5.9%	68
Low Income	2012-13	 5.1%	447
	2013-14	 5.3%	468

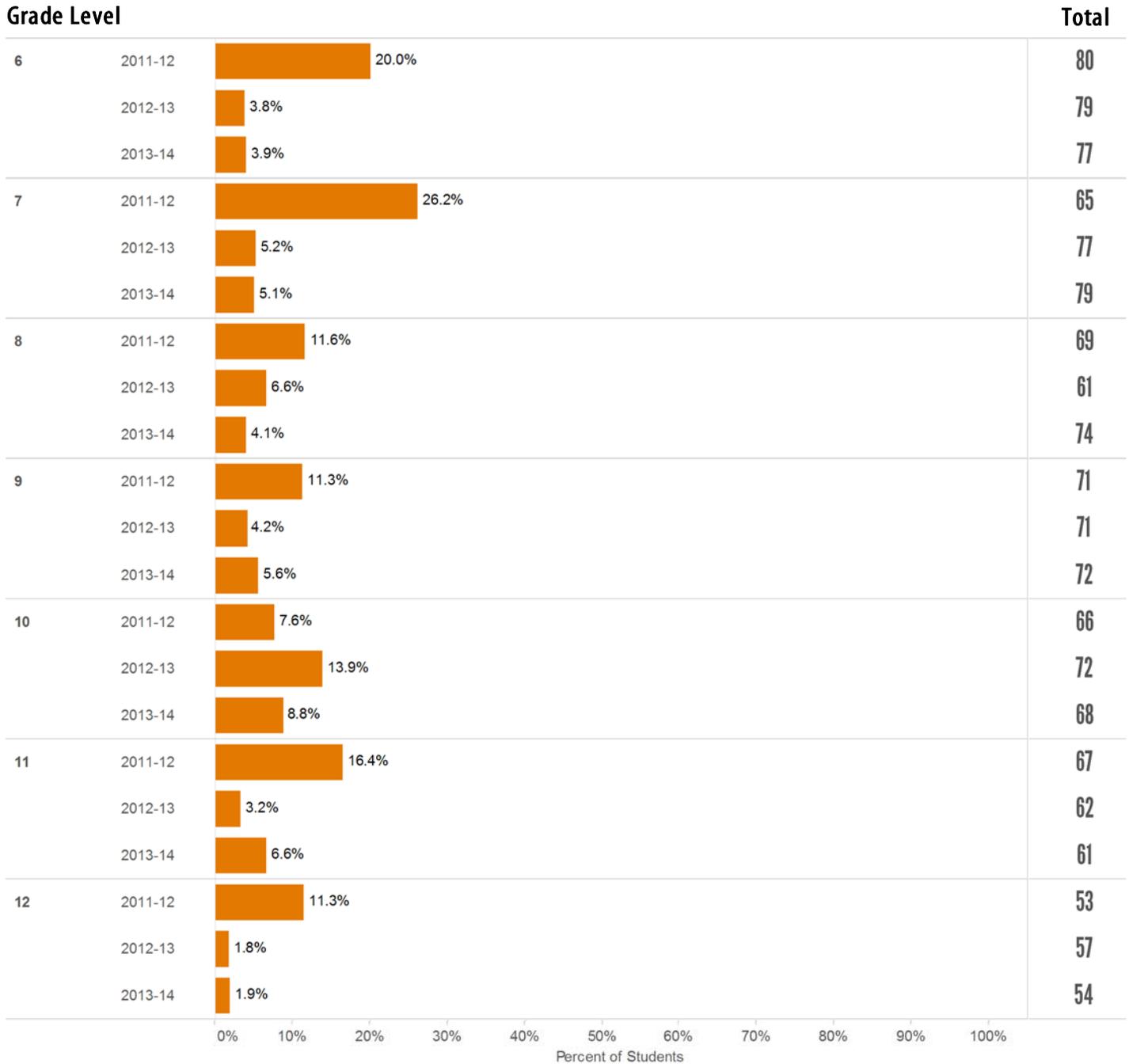
The data in this report is as of **June 28, 2014**. The report was produced on **July 30, 2014**. **Subgroups totaling less than 11** in any academic year are excluded from this report to protect student privacy. **Low Income** refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

SUSPENSION



Coliseum College Prep Academy - 2011-12 - 2013-14

Suspension rates shown here are the percentage of students who received one or more out-of-school suspensions during the year, and include students who were enrolled at any time during the year. Suspension data comes from AERIES school discipline records that have a primary infraction code between 1 and 25 -- infractions for which the student is sent home. Out-of-school suspension does not include "on-campus" or "in-house" suspension. If you have any questions, please contact **Jay Tharp** at james.tharp@ousd.k12.ca.us.

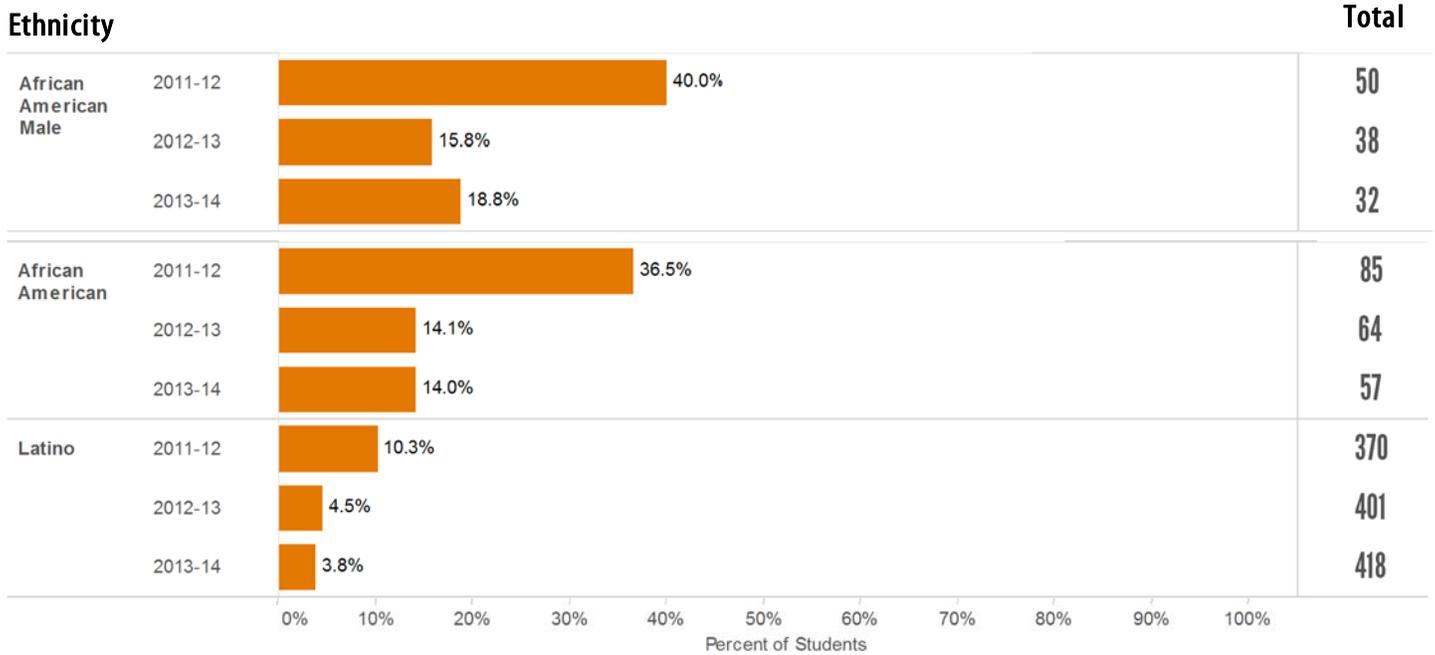


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SUSPENSION

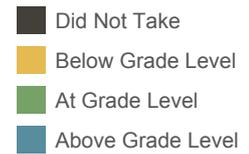
Coliseum College Prep Academy - 2011-12 - 2013-14

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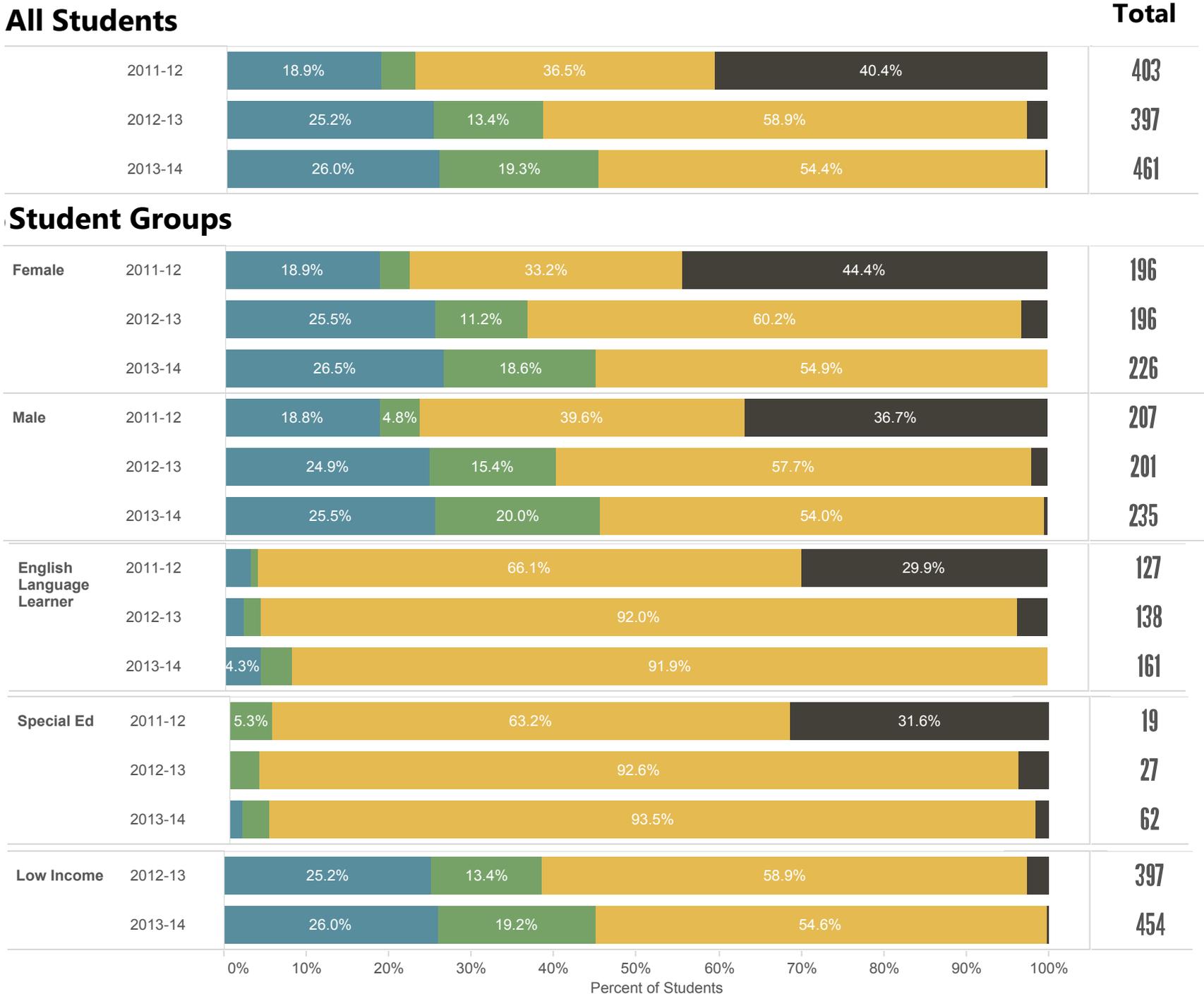
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SCHOLASTIC READING INVENTORY



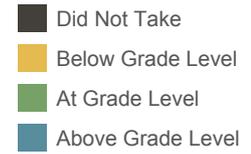
Coliseum College Prep Academy - Reading Levels Report - 2011-12 - 2013-14

The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels. It is currently given to all grade 2-12 students not enrolled in a Severely Handicapped class. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. The rates in this report are based on all students who were expected to take the end-of-year administration of the SRI. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year. For any comments or questions about this report, please contact **Kevin Smith** at kevin.smith@ousd.k12.ca.us.



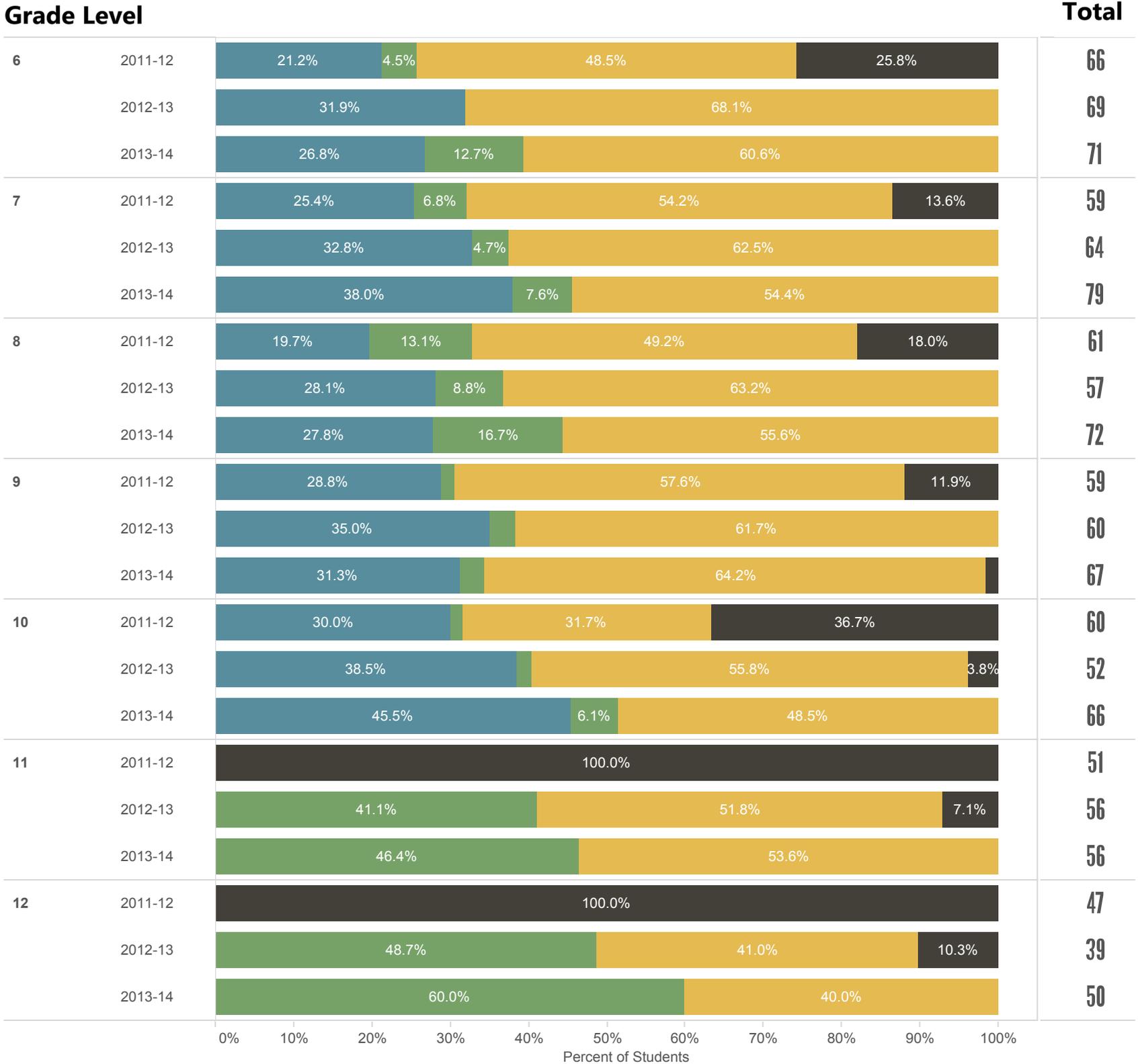
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SCHOLASTIC READING INVENTORY



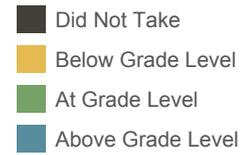
Coliseum College Prep Academy - Reading Levels Report - 2011-12 - 2013-14

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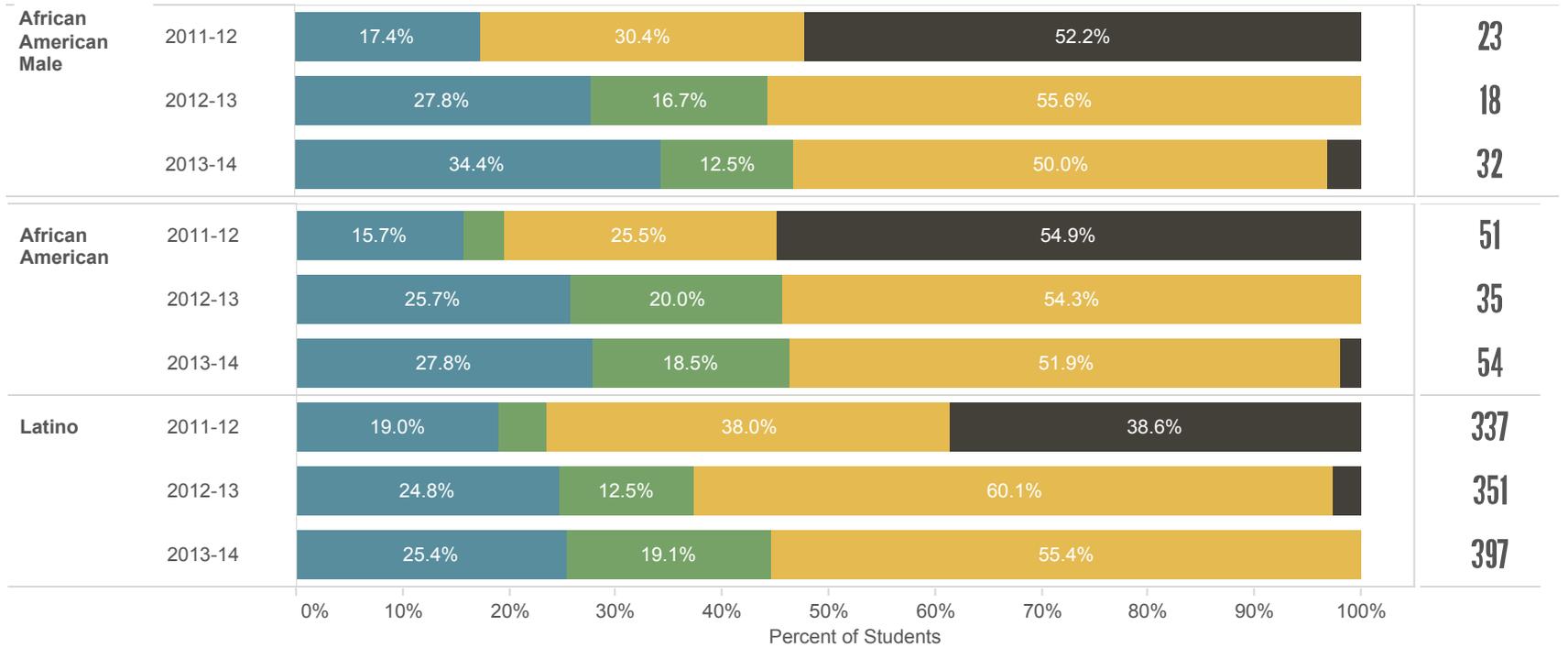
SCHOLASTIC READING INVENTORY



Coliseum College Prep Academy - Reading Levels Report - 2011-12 - 2013-14

The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels. It is currently given to all grade 2-12 students not enrolled in a Severely Handicapped class. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. The rates in this report are based on all students who were expected to take the end-of-year administration of the SRI. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year. For any comments or questions about this report, please contact **Kevin Smith** at kevin.smith@ousd.k12.ca.us.

Ethnicity



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SCHOLASTIC READING INVENTORY

Coliseum College Prep Academy - Growth Report - 2011-12 - 2013-14



The Scholastic Reading Inventory (SRI) is a screening assessment of reading levels currently given to all students in grades 2-12 not enrolled in a Severely Handicapped course. Students receive a Lexile score, which can be used to indicate the grade level at which the student is reading. This report shows growth in reading grade levels between the beginning and end-of-year administrations of the SRI for students who took both tests. Data used for this report is confined to test results from within the assessment window as defined by the OUSD Assessments Calendar for each school year. For any comments or questions about this report, please contact **Kevin Smith** at kevin.smith@ousd.k12.ca.us.

All Students			Total	
2011-12	57.5%	17.1%	25.4%	228
2012-13	60.3%	18.7%	21.1%	380
2013-14	64.4%	22.4%	13.2%	441

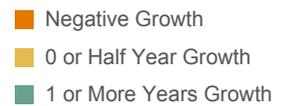
Student Groups

Female	2011-12	59.6%	12.5%	27.9%	104
	2012-13	58.9%	17.3%	23.8%	185
	2013-14	63.9%	22.7%	13.4%	216
Male	2011-12	55.6%	21.0%	23.4%	124
	2012-13	61.5%	20.0%	18.5%	195
	2013-14	64.9%	22.2%	12.9%	225
English Language Learner	2011-12	40.0%	28.2%	31.8%	85
	2012-13	41.7%	31.5%	26.8%	127
	2013-14	46.1%	37.0%	16.9%	154
Special Ed	2011-12	54.5%	27.3%	18.2%	11
	2012-13	34.6%	50.0%	15.4%	26
	2013-14	50.0%	38.9%	11.1%	54
Low Income	2012-13	60.3%	18.7%	21.1%	380
	2013-14	64.4%	22.5%	13.1%	435

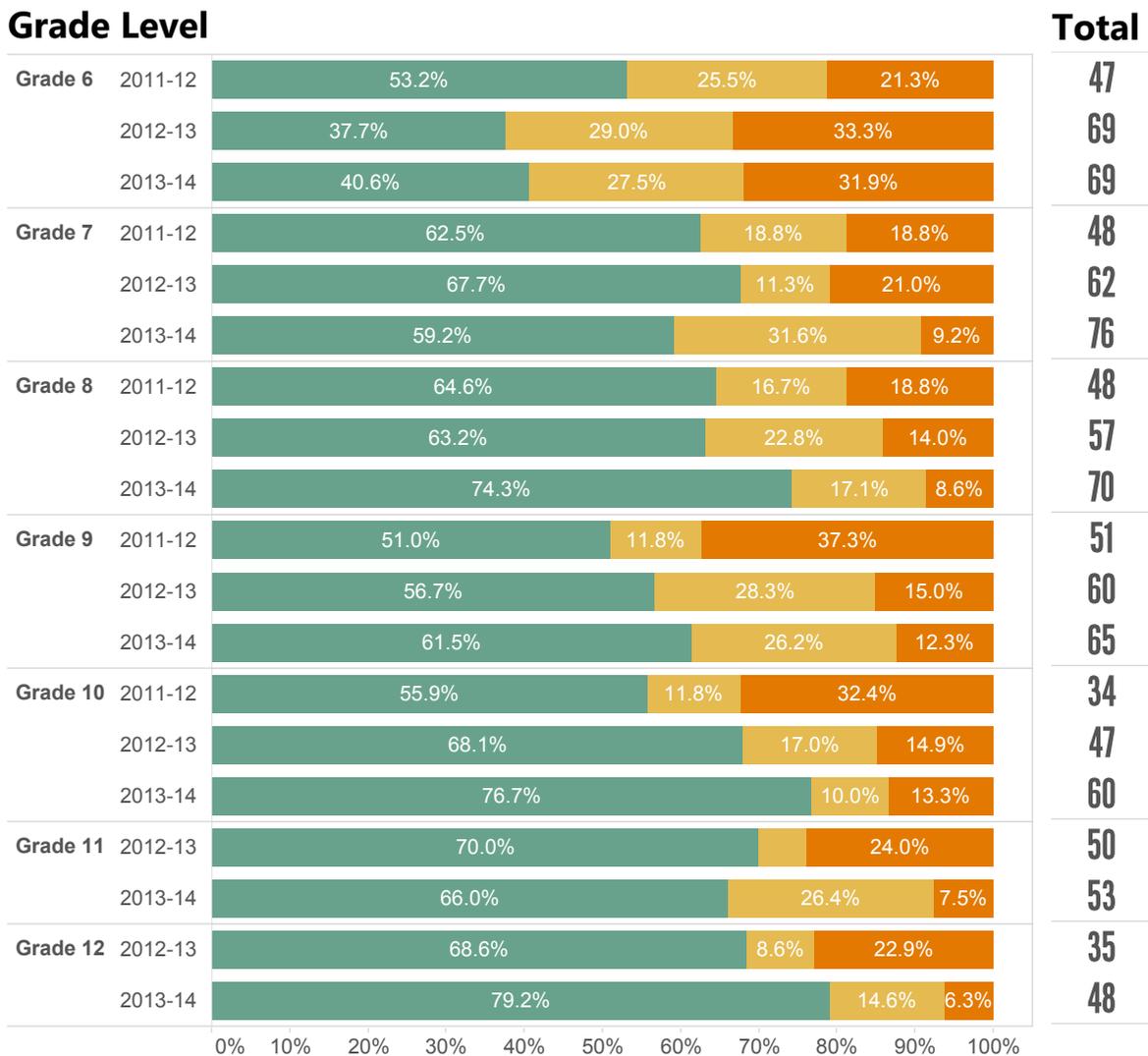
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SCHOLASTIC READING INVENTORY

Coliseum College Prep Academy - Growth Report - 2011-12 - 2013-14



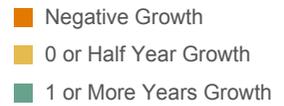
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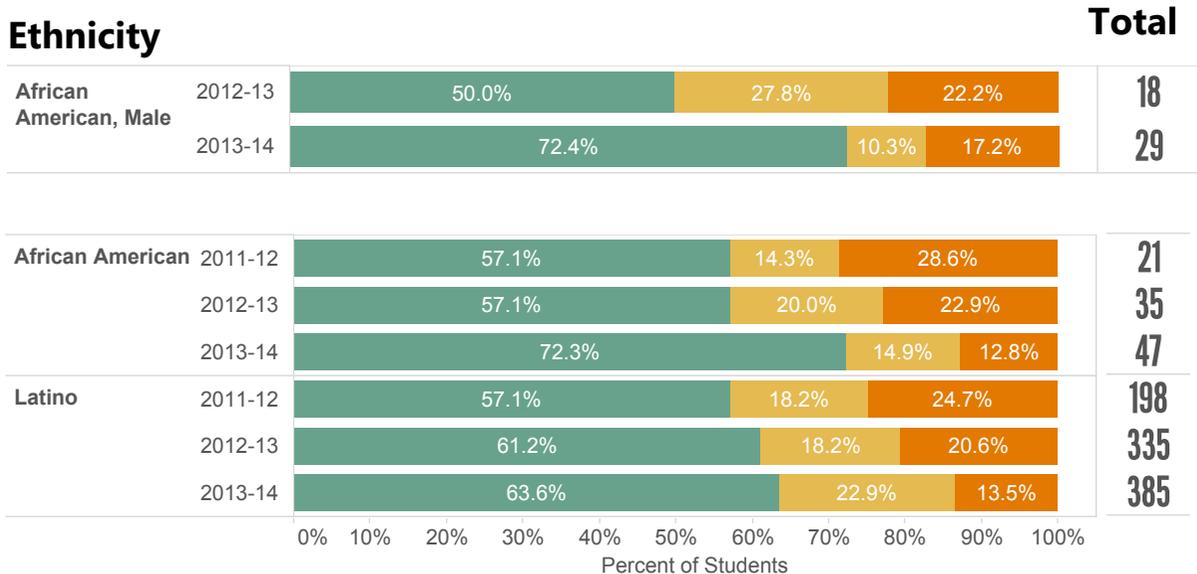
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SCHOLASTIC READING INVENTORY

Coliseum College Prep Academy - Growth Report - 2011-12 - 2013-14



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PATHWAY PARTICIPATION



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD - Coliseum College Prep Academy - Grade 10-12 - 2011-12 to 2013-14

■ Not Enrolled in Career Pathway
■ Enrolled in Career Pathway

A college and career pathway—also called a Linked Learning pathway—is a set of high school courses and work-based learning experiences such as internships that link academic learning to real world careers and college majors. This report shows the percent of 10th, 11th and 12th grade students enrolled in a career pathway or academy and is based on Aeries active end-of-year enrollment. If you have any questions, please contact **Kevin Schmidke** at kevin.schmidke@ousd.k12.ca.us.

All Students

			Total
All Students	2011-12	100.0%	164
	2012-13	100.0%	158
	2013-14	10.5% 89.5%	172

Student Groups

Female	2011-12	100.0%	82
	2012-13	100.0%	75
	2013-14	12.5% 87.5%	80
Male	2011-12	100.0%	82
	2012-13	100.0%	83
	2013-14	8.7% 91.3%	92
English Language Learner	2011-12	100.0%	39
	2012-13	100.0%	57
	2013-14	9.7% 90.3%	62
Special Ed	2012-13	100.0%	15
	2013-14	100.0%	21
Low Income	2012-13	100.0%	157
	2013-14	10.6% 89.4%	170

The data in this report is as of June 15, 2014. The report was produced on July 25, 2014. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy. Low Income refers to students who are eligible for Free or Reduced-Price Lunch as of October of that school year. Eligibility is based on data from the California Longitudinal Pupil Achievement Data System (CALPADS).

PATHWAY PARTICIPATION



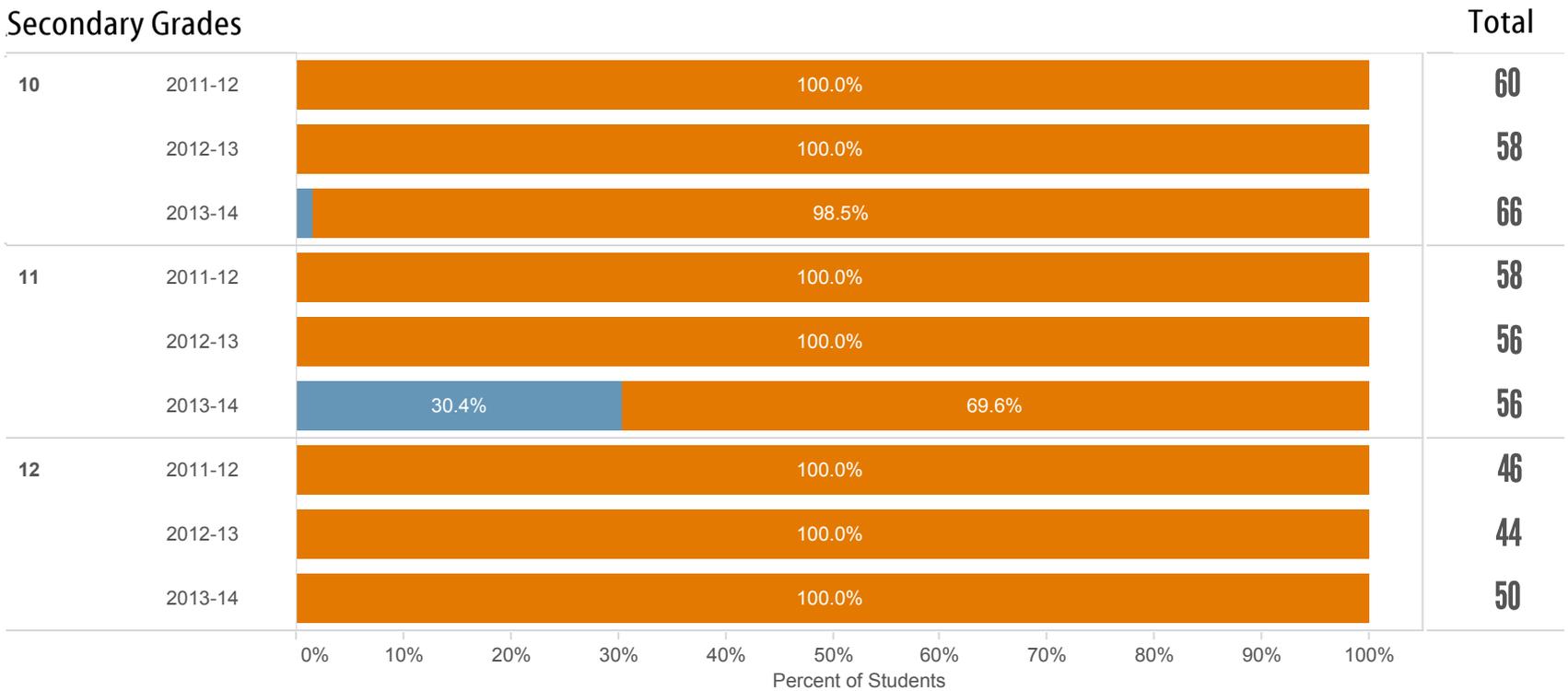
OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD - Coliseum College Prep Academy - Grade 10-12 - 2011-12 to 2013-14

■ Not Enrolled in Career Pathway
■ Enrolled in Career Pathway

A college and career pathway-also called a Linked Learning pathway-is a set of high school courses and work-based learning experiences such as internships that link academic learning to real world careers and college majors. This report shows the percent of 10th, 11th and 12th grade students enrolled in a career pathway or academy and is based on Aeries active end-of-year enrollment. If you have any questions, please contact **Kevin Schmidke** at kevin.schmidke@ousd.k12.ca.us.

Secondary Grades



The data in this report is as of June 15, 2014. The report was produced on July 25, 2014. Subgroups totaling less than 11 in any academic year are excluded from this report to protect student privacy.

PATHWAY PARTICIPATION



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD - Coliseum College Prep Academy - Grade 10-12 - 2011-12 to 2013-14

■ Not Enrolled in Career Pathway
■ Enrolled in Career Pathway

A college and career pathway-also called a Linked Learning pathway-is a set of high school courses and work-based learning experiences such as internships that link academic learning to real world careers and college majors. This report shows the percent of 10th, 11th and 12th grade students enrolled in a career pathway or academy and is based on Aeries active end-of-year enrollment. If you have any questions, please contact **Kevin Schmidke** at kevin.schmidke@ousd.k12.ca.us.

Ethnicity

Ethnicity				Total
AfrAmer Male	2011-12	100.0%		14
	2013-14	100.0%		11
African American	2011-12	100.0%		27
	2012-13	100.0%		16
	2013-14	100.0%		21
Latino	2011-12	100.0%		131
	2012-13	100.0%		138
	2013-14	11.6%	88.4%	146

MATH PERFORMANCE TASK



Coliseum College Prep Academy - 2011-12 to 2013-14

■ Below Benchmark
■ At or Above Benchmark

Performance tasks aligned to the Common Core State Standards are included in each of the District's Math Benchmark assessments. They require students to apply math concepts and strategies to analyze real-world scenarios. This report is based on the end-of-year assessments given to students in grades 6, 7, and 8. If you have any questions, please contact **Jay Tharp** at james.tharp@ousd.k12.ca.us.

All Students

				Total
2011-12	21.5%	78.5%		233
2012-13	46.9%	53.1%		130

Student Groups

Female	2011-12	20.2%	79.8%	99
	2012-13	50.0%	50.0%	64
Male	2011-12	22.4%	77.6%	134
	2012-13	43.9%	56.1%	66

English Language Learner	2011-12	12.0%	88.0%	83
	2012-13	30.8%	69.2%	39

Special Ed	2011-12	9.1%	90.9%	22
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Low Income	2012-13	46.9%	53.1%	130
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0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Percent of Students

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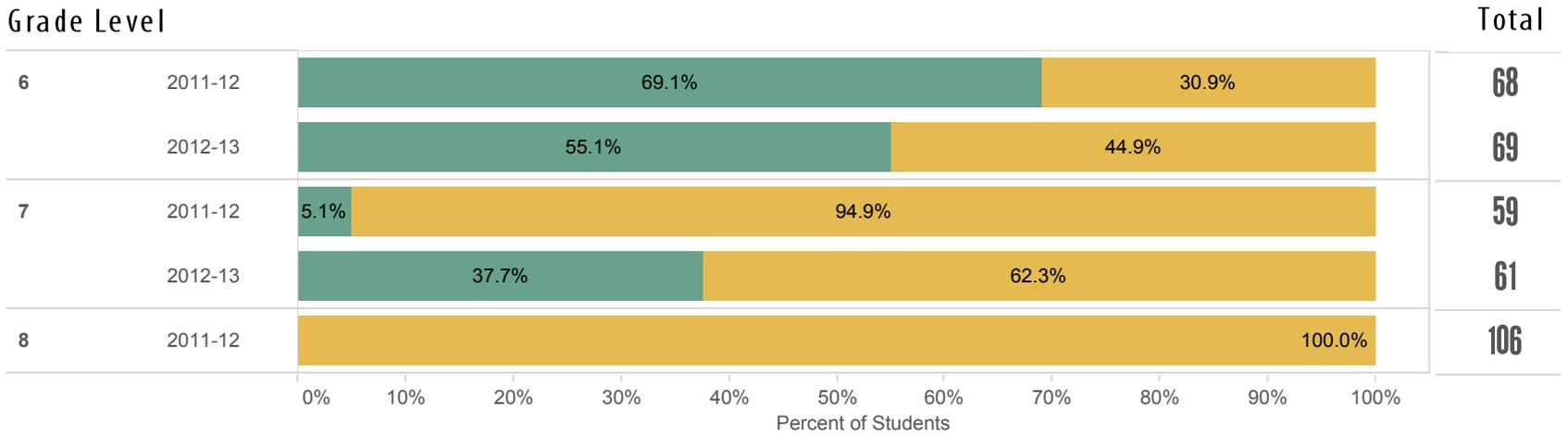
MATH PERFORMANCE TASK



Coliseum College Prep Academy - 2011-12 to 2013-14

■ Below Benchmark
■ At or Above Benchmark

Performance tasks aligned to the Common Core State Standards are included in each of the District's Math Benchmark assessments. They require students to apply math concepts and strategies to analyze real-world scenarios. This report is based on the end-of-year assessments given to students in grades 6, 7, and 8. If you have any questions, please contact **Jay Tharp** at james.tharp@ousd.k12.ca.us.



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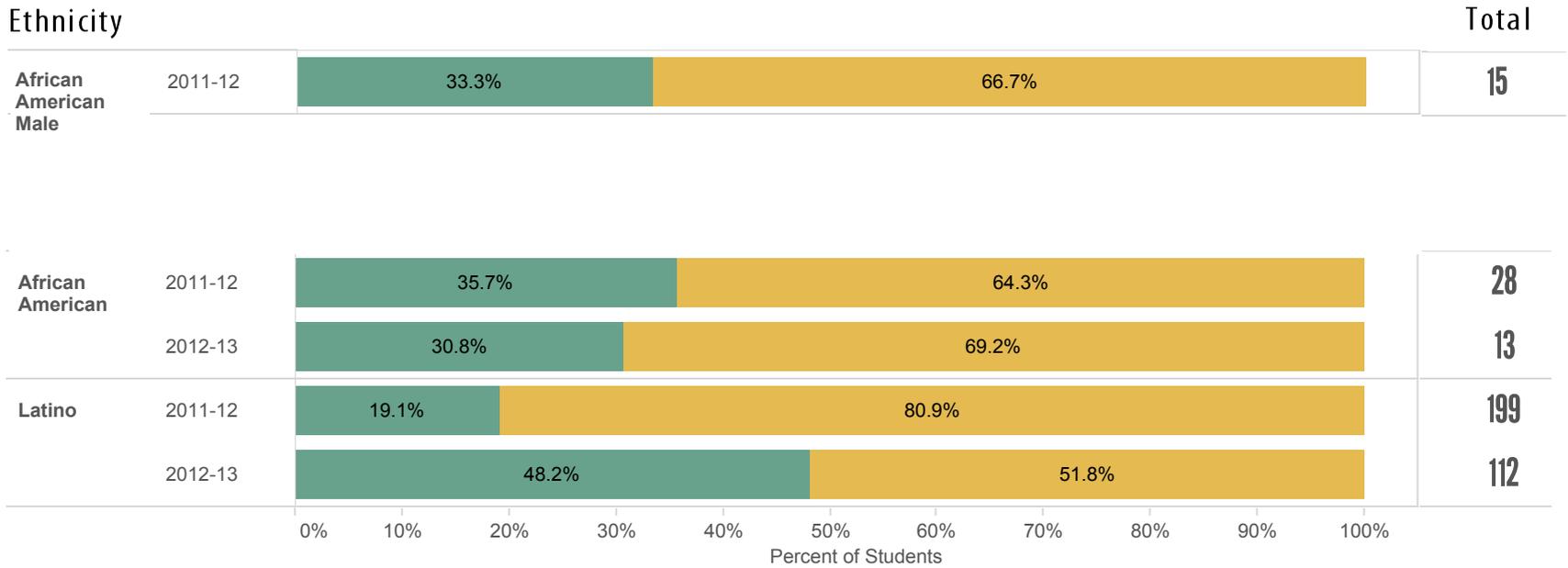
MATH PERFORMANCE TASK



Coliseum College Prep Academy - 2011-12 to 2013-14

■ Below Benchmark
■ At or Above Benchmark

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LTEL RECLASSIFICATION

Coliseum College Prep Academy - 2011-12 - 2013-14

Reclassification is the process for determining that an English Learner (EL) has become Fluent English Proficient. A student is considered a Long Term English Learner (LTEL) if they have been an EL for more than six years. The reclassification rates in this report are based on comparing LTEL students at the end of one academic year and identifying if reclassification occurred by the end of the following year. For any comments or questions about this report please contact **Rattana Yeang** at rattana.yeang@ousd.k12.ca.us.

All Students

Total

2011-12	13.5%	111
2012-13	7.3%	109
2013-14	4.2%	118

Gender

Female	2011-12	17.5%	40
	2012-13	9.3%	43
	2013-14	7.3%	55
Male	2011-12	11.3%	71
	2012-13	6.1%	66
	2013-14	1.6%	63
Special Ed	2011-12	0.0%	13
	2012-13	0.0%	20
	2013-14	0.0%	32
Low Income	2013-14	4.2%	118

Home Language

Spanish	2011-12	13.3%	105
	2012-13	6.6%	106
	2013-14	3.4%	116

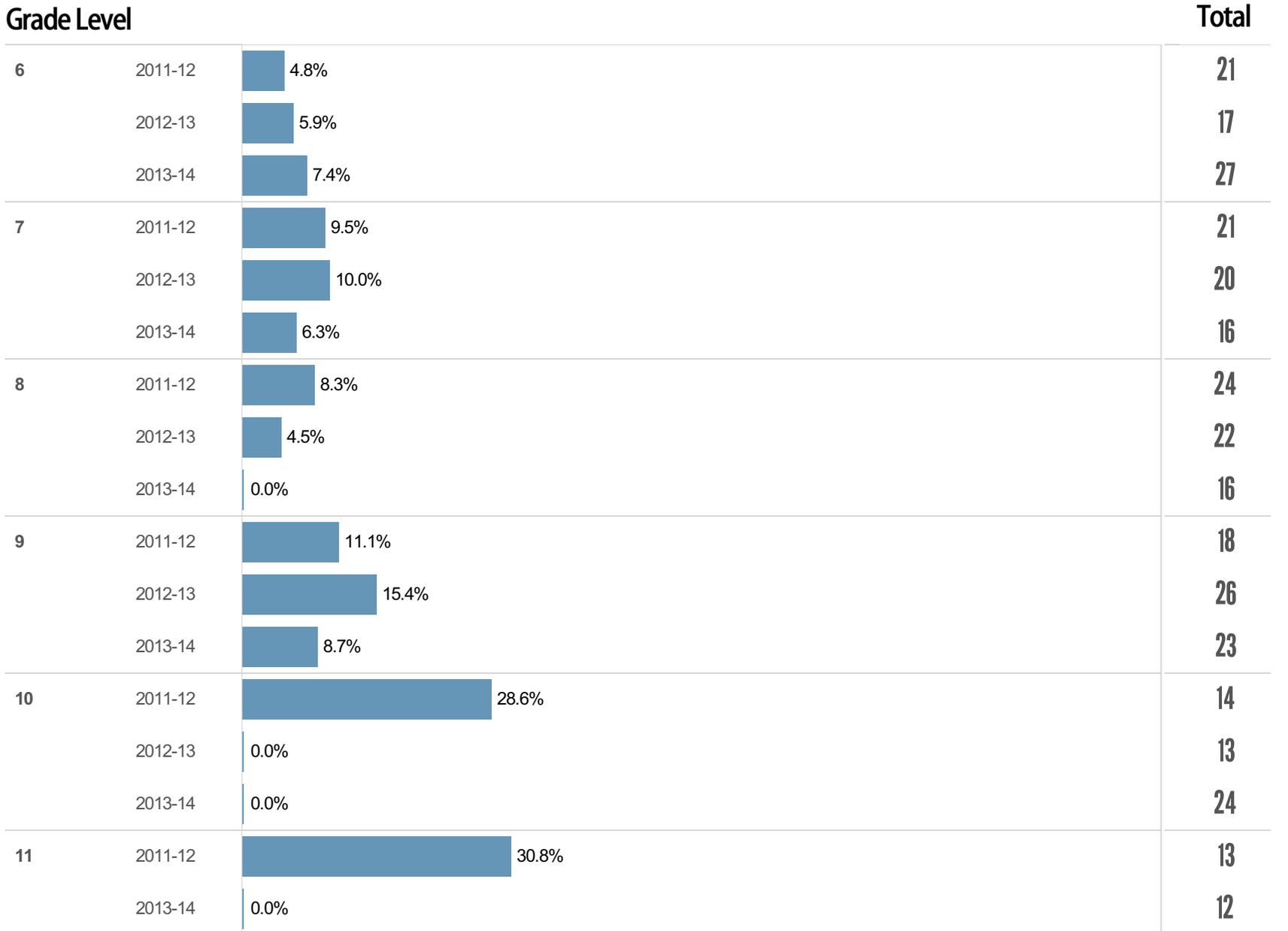
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
% of LTEL Students Reclassified

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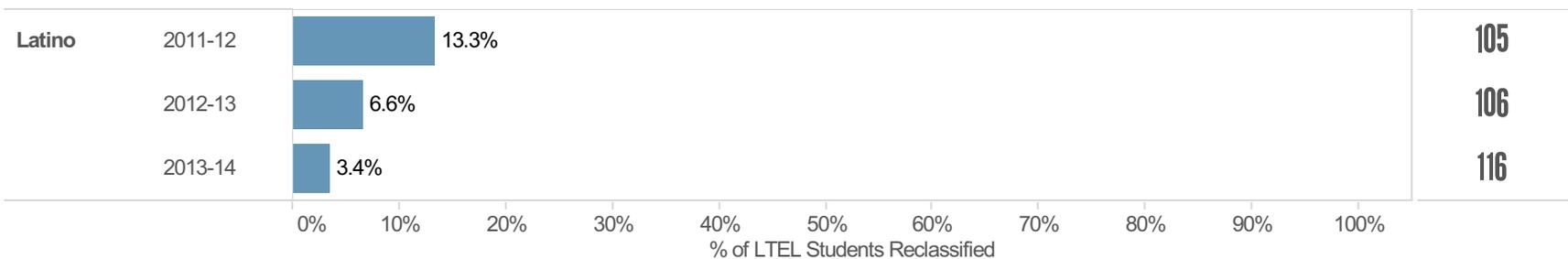
LTEL RECLASSIFICATION

Coliseum College Prep Academy - 2011-12 - 2013-14

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Ethnicity

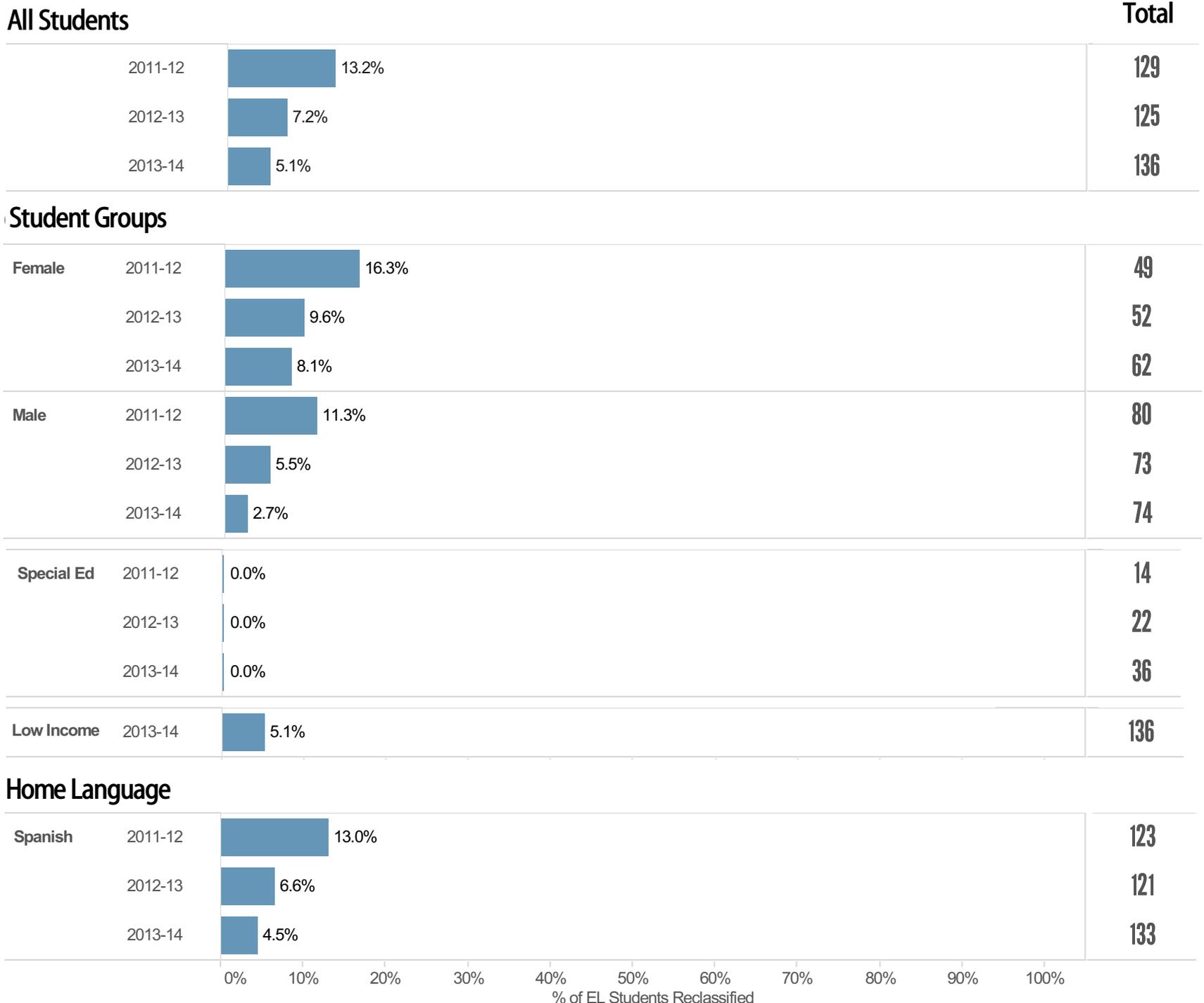


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EL RECLASSIFICATION

Coliseum College Prep Academy - 2011-12 - 2013-14

Reclassification is the process for determining that an English Learner (EL) has become Fluent English Proficient. The reclassification rates in this report are based on comparing EL students at the end of one academic year and identifying if reclassification occurred by the end of the following year. For any comments or questions about this report please contact **Rattana Yeang** at rattana.yeang@ousd.k12.ca.us.

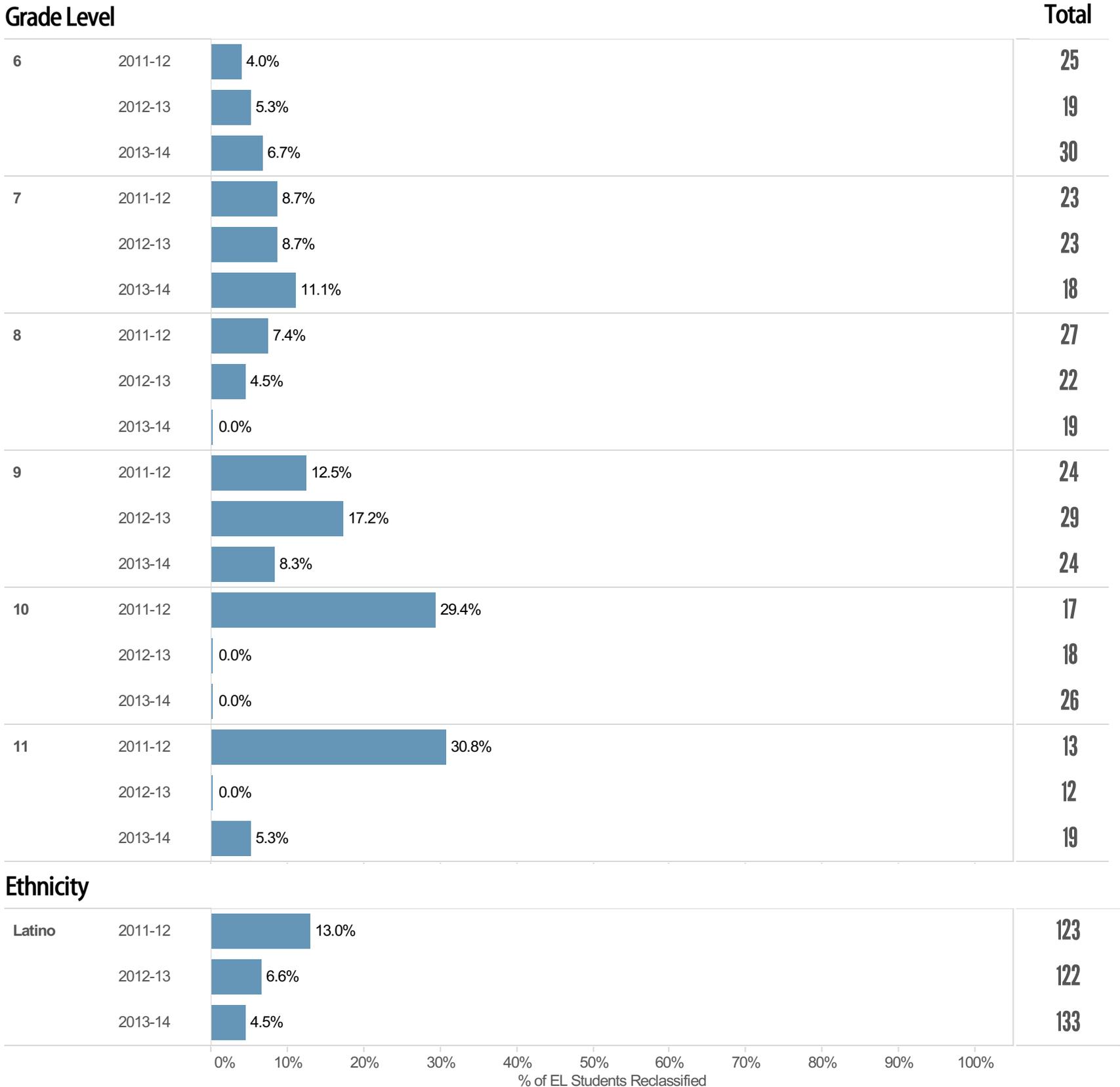


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EL RECLASSIFICATION

Coliseum College Prep Academy - 2011-12 - 2013-14

Reclassification is the process for determining that an English Learner (EL) has become Fluent English Proficient. The reclassification rates in this report are based on comparing EL students at the end of one academic year and identifying if reclassification occurred by the end of the following year. For any comments or questions about this report please contact **Rattana Yeang** at rattana.yeang@ousd.k12.ca.us.



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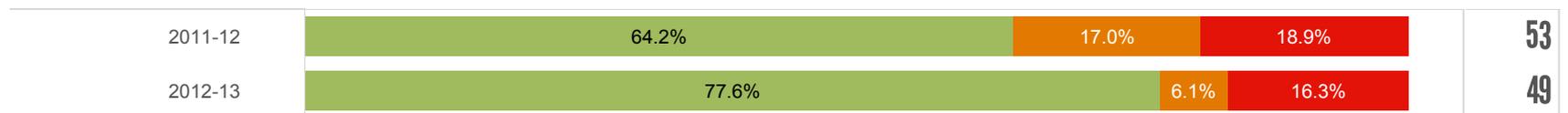
COHORT GRADUATION & DROPOUT



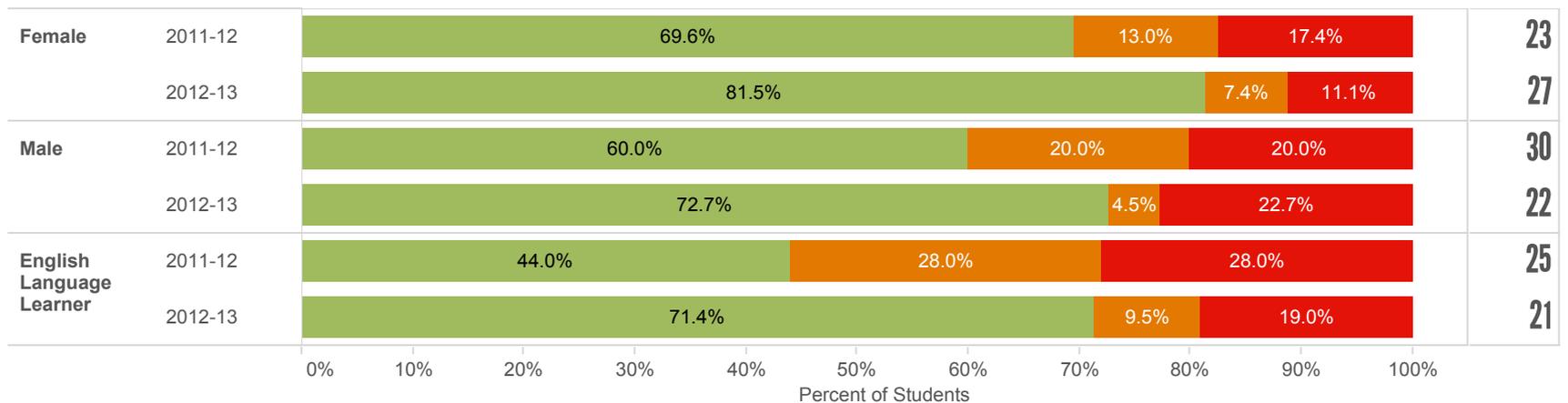
Coliseum College Prep Academy - 2010-11 to 2012-13

California began tracking graduation by cohort in 2010. The four-year cohort is based on first-time 9th grade students and is adjusted over time as students leave (transfer out of district, emigrate to another country, etc.) and as new students transfer in. Students who drop out remain in the cohort, along with those who remain enrolled after four years. If you have any questions, please contact **Jay Tharp** at james.tharp@ousd.k12.ca.us.

All Students



Student Groups



Data for this report comes from California Department of Education "Cohort Outcomes" Research Data Files, downloaded on **April 29, 2014**. The report was produced on **August 5, 2014**. Subgroups totaling less than 11 in any academic year are excluded to protect student privacy.

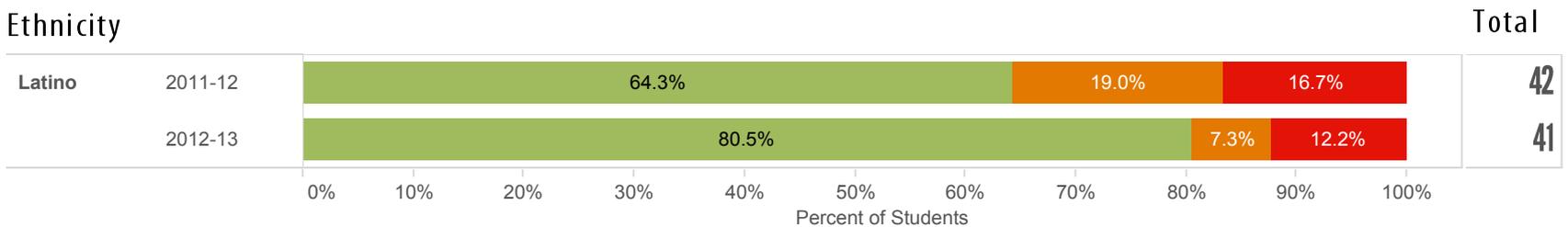
COHORT GRADUATION & DROPOUT



Coliseum College Prep Academy - 2010-11 to 2012-13

California began tracking graduation by cohort in 2010. The four-year cohort is based on first-time 9th grade students and is adjusted over time as students leave (transfer out of district, emigrate to another country, etc.) and as new students transfer in. Students who drop out remain in the cohort, along with those who remain enrolled after four years. If you have any questions, please contact **Jay Tharp** at james.tharp@ousd.k12.ca.us.

Ethnicity



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CHRONIC ABSENCE

Coliseum College Prep Academy - 2011-12 - 2013-14

A student is defined as chronically absent if he or she misses 10% or more of school days for any reason, excused or unexcused. The rates in this report are based on students enrolled in regular OUSD schools as of the end of the academic year. Attendance in alternative, continuation, and independent study programs is not included. For any comments or questions about this report, please contact **Kevin Smith** at kevin.smith@ousd.k12.ca.us.

All Students

Total

2011-12	16.5%	430
2012-13	15.4%	428
2013-14	12.3%	462

Student Groups

Female	2011-12	18.6%	199
	2012-13	18.3%	208
	2013-14	13.7%	226
Male	2011-12	14.7%	231
	2012-13	12.7%	220
	2013-14	11.0%	236
English Language Learner	2011-12	10.9%	137
	2012-13	16.1%	155
	2013-14	8.6%	162
Student With Disabilities	2011-12	36.4%	44
	2012-13	29.6%	54
	2013-14	15.9%	63
Low Income	2012-13	15.5%	427
	2013-14	12.3%	455

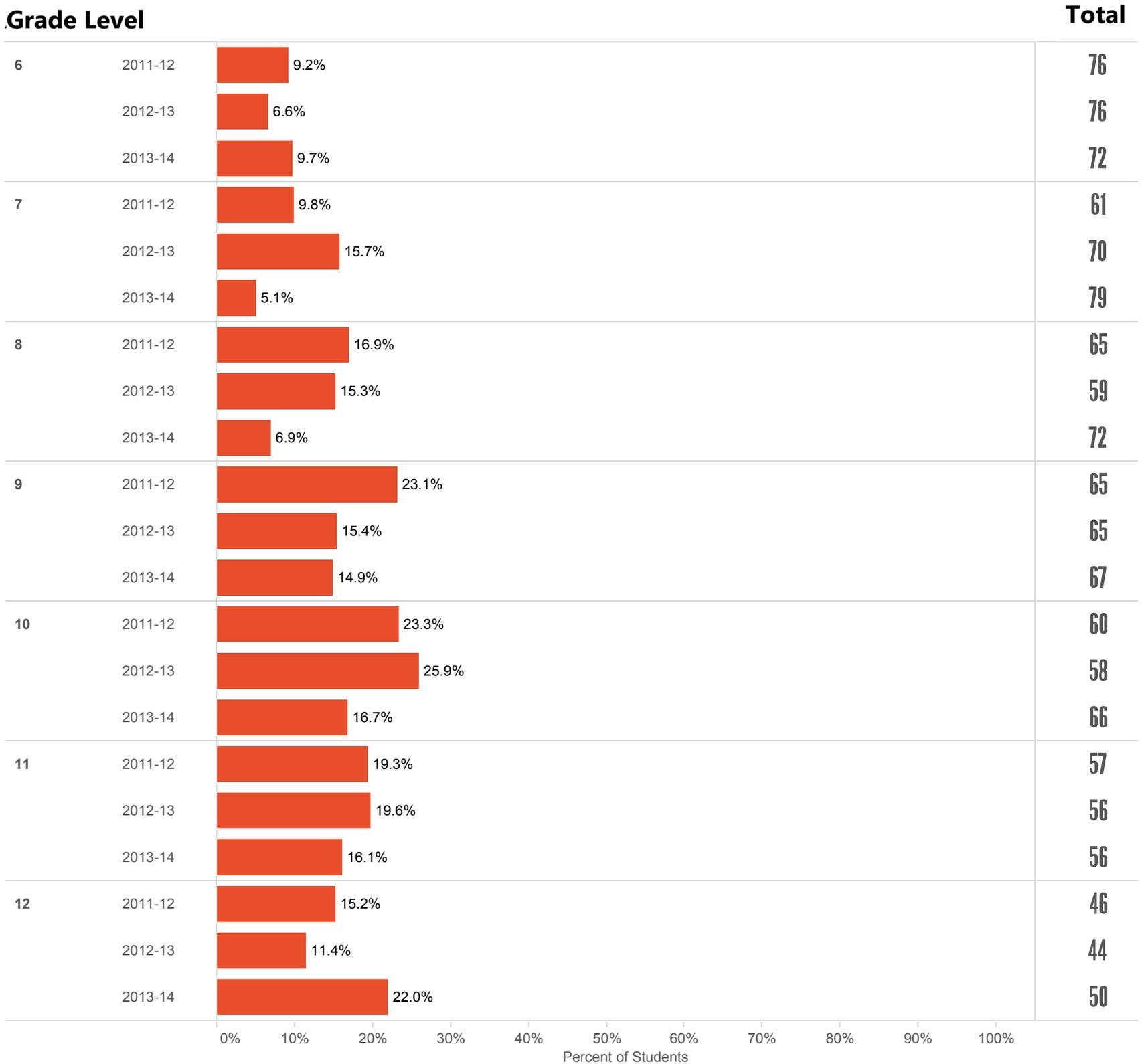
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Percent of Students

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CHRONIC ABSENCE

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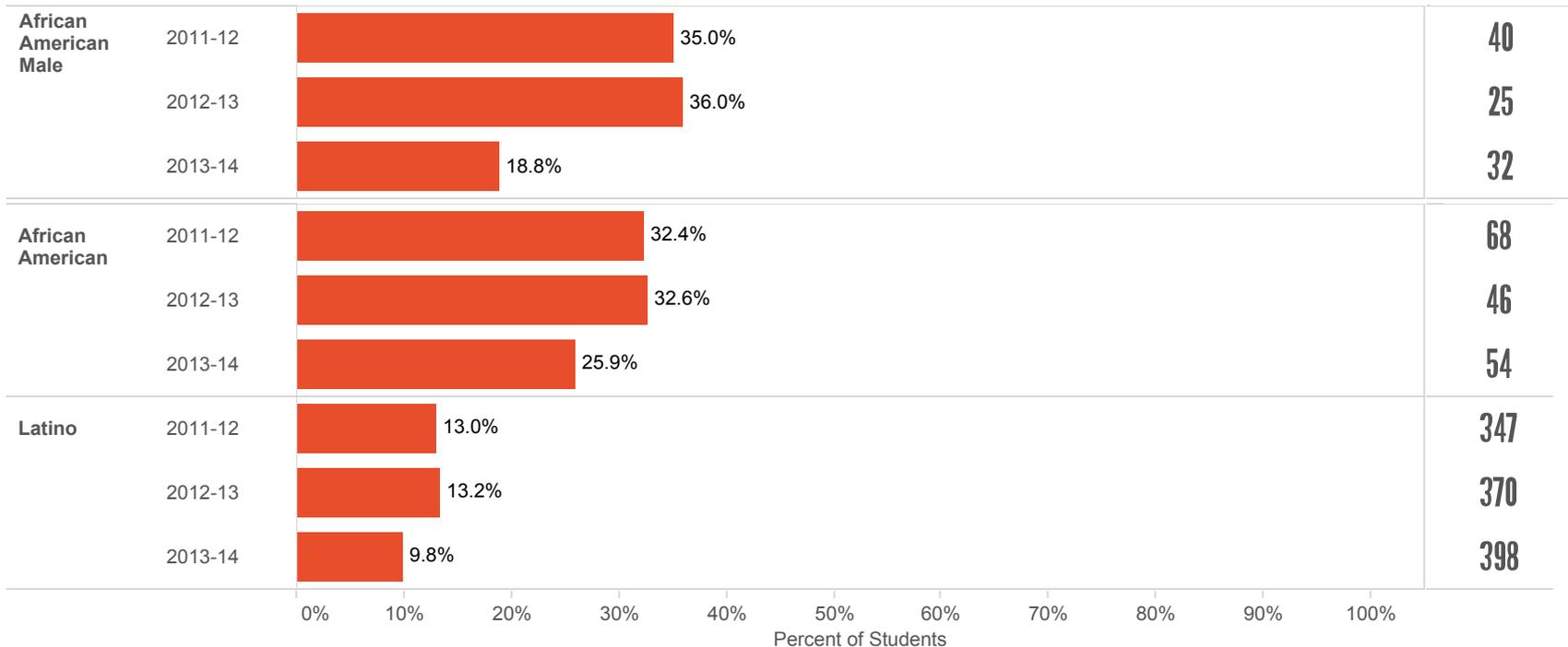
CHRONIC ABSENCE

Coliseum College Prep Academy - 2011-12 - 2013-14

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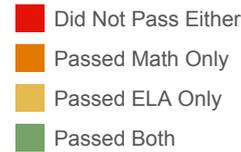
Ethnicity

Total



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GRADE 12 CAHSEE - ELA & MATH



OUSD - Coliseum College Prep Academy - 2011-12 to 2013-14

All high school students in California must pass the CAHSEE (California High School Exit Exam) to earn a high school diploma, with the exception of some students with disabilities. This report is based on cumulative ELA and Math CAHSEE scores for all administrations up to and including March 2014. The report shows passing rates for students who took both the ELA and Math portions of the test. If you have any questions, please contact **Kevin Schmidke** at kevin.schmidke@ousd.k12.ca.us.

All Students		Total
2011-12	87.0%	46
2012-13	90.9%	44
2013-14	88.0%	50
Student Groups		Total
Female	2011-12	22
	2012-13	23
	2013-14	27
Male	2011-12	24
	2012-13	21
	2013-14	23
English Language L..	2013-14	14
Low Income	2012-13	43
	2013-14	49

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GRADE 12 CAHSEE - ELA & MATH

- Did Not Pass Either
- Passed Math Only
- Passed ELA Only
- Passed Both



OAKLAND UNIFIED
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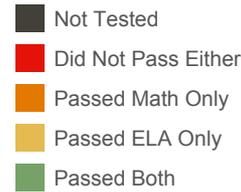
OUSD - Coliseum College Prep Academy - 2011-12 to 2013-14

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Ethnicity

Ethnicity				Total
Latino	2011-12	91.9%		37
	2012-13	97.4%		38
	2013-14	90.5%		42

GRADE 11 CAHSEE - ELA & MATH



OUSD - Coliseum College Prep Academy - 2011-12 to 2013-14

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All Students

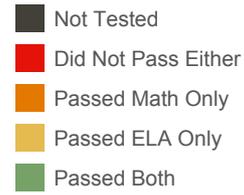
							Total
All Students	2011-12	63.8%	10.3%	6.9%	17.2%		58
	2012-13	75.0%		8.9%	5.4%	10.7%	56
	2013-14	64.3%	5.4%	16.1%	10.7%		56

Student Groups

Female	2011-12	75.9%		17.2%	6.9%		29
	2012-13	73.1%		15.4%	7.7%		26
	2013-14	66.7%	8.3%	12.5%	12.5%		24
Male	2011-12	51.7%	13.8%	27.6%			29
	2012-13	76.7%		6.7%	13.3%		30
	2013-14	62.5%	6.3%	18.8%	9.4%		32
English Language Learner	2011-12	35.7%	14.3%	28.6%	21.4%		14
	2012-13	50.0%	5.0%	15.0%	30.0%		20
	2013-14	54.2%	8.3%	16.7%	16.7%		24
Low Income	2012-13	75.0%		8.9%	5.4%	10.7%	56
	2013-14	65.5%	5.5%	16.4%	10.9%		55

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GRADE 11 CAHSEE - ELA & MATH



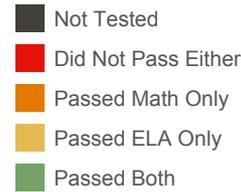
OUSD - Coliseum College Prep Academy - 2011-12 to 2013-14

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Ethnicity

Ethnicity							Total	
African American	2011-12	16.7%	16.7%	58.3%	8.3%		12	
Latino	2011-12	77.3%			6.8%	9.1%	6.8%	44
	2012-13	75.5%			6.1%	6.1%	12.2%	49
	2013-14	73.3%				6.7%	13.3%	45

GRADE 10 CAHSEE - ELA & MATH



OUSD - Coliseum College Prep Academy - 2011-12 to 2013-14

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All Students

Year	Passed Both	Passed ELA Only	Passed Math Only	Did Not Pass Either	Not Tested	Total
2011-12	61.7%	13.3%	10.0%	13.3%	0.0%	60
2012-13	63.8%	10.3%	19.0%	0.0%	0.0%	58
2013-14	69.7%	12.1%	18.2%	0.0%	0.0%	66

Student Groups

Group	Year	Passed Both	Passed ELA Only	Passed Math Only	Did Not Pass Either	Not Tested	Total
Female	2011-12	61.3%	22.6%	9.7%	0.0%	0.0%	31
	2012-13	73.1%	0.0%	23.1%	0.0%	0.0%	26
	2013-14	72.4%	13.8%	13.8%	0.0%	0.0%	29
Male	2011-12	62.1%	10.3%	24.1%	0.0%	0.0%	29
	2012-13	56.3%	18.8%	15.6%	6.3%	0.0%	32
	2013-14	67.6%	10.8%	21.6%	0.0%	0.0%	37
English Language Learner	2011-12	20.0%	20.0%	25.0%	35.0%	0.0%	20
	2012-13	40.7%	7.4%	18.5%	33.3%	0.0%	27
	2013-14	25.0%	29.2%	45.8%	0.0%	0.0%	24
Low Income	2012-13	63.8%	10.3%	19.0%	0.0%	0.0%	58
	2013-14	69.7%	12.1%	18.2%	0.0%	0.0%	66

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GRADE 10 CAHSEE - ELA & MATH

- Not Tested
- Did Not Pass Either
- Passed Math Only
- Passed ELA Only
- Passed Both



OAKLAND UNIFIED
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OUSD - Coliseum College Prep Academy - 2011-12 to 2013-14

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Ethnicity

Ethnicity						Total
Latino	2011-12					50
	2012-13					51
	2013-14					59

AP COURSE ENROLLMENT



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD - Coliseum College Prep Academy - Grade 10-12 - 2011-12 to 2013-14

Advanced Placement (AP) is a program created by The College Board offering college-level courses and tests in high school. This report shows the percent of 10th, 11th and 12th grade students completing AP courses. Course completion is defined as having a valid end-of-year grade (or end-of-semester grade for one semester courses). The data is based on Aeries active end-of-year enrollment. If you have any questions, please contact **Kevin Schmidke** at kevin.schmidke@ousd.k12.ca.us.

All Students

Year	No AP Course	1 AP Course	2 AP Courses	Total
2011-12	100.0%	0.0%	0.0%	164
2012-13	94.9%	5.1%	0.0%	158
2013-14	73.8%	20.9%	5.2%	172

Student Groups

Group	Year	No AP Course	1 AP Course	2 AP Courses	Total
Female	2011-12	100.0%	0.0%	0.0%	82
	2012-13	93.3%	6.7%	0.0%	75
	2013-14	65.0%	27.5%	7.5%	80
Male	2011-12	100.0%	0.0%	0.0%	82
	2012-13	96.4%	3.6%	0.0%	83
	2013-14	81.5%	15.2%	3.3%	92
English Language Learner	2011-12	100.0%	0.0%	0.0%	39
	2012-13	100.0%	0.0%	0.0%	57
	2013-14	82.3%	16.1%	1.6%	62
Special Ed	2012-13	100.0%	0.0%	0.0%	15
	2013-14	90.5%	9.5%	0.0%	21
Low Income	2012-13	94.9%	5.1%	0.0%	157
	2013-14	74.1%	20.6%	5.3%	170

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AP COURSE ENROLLMENT

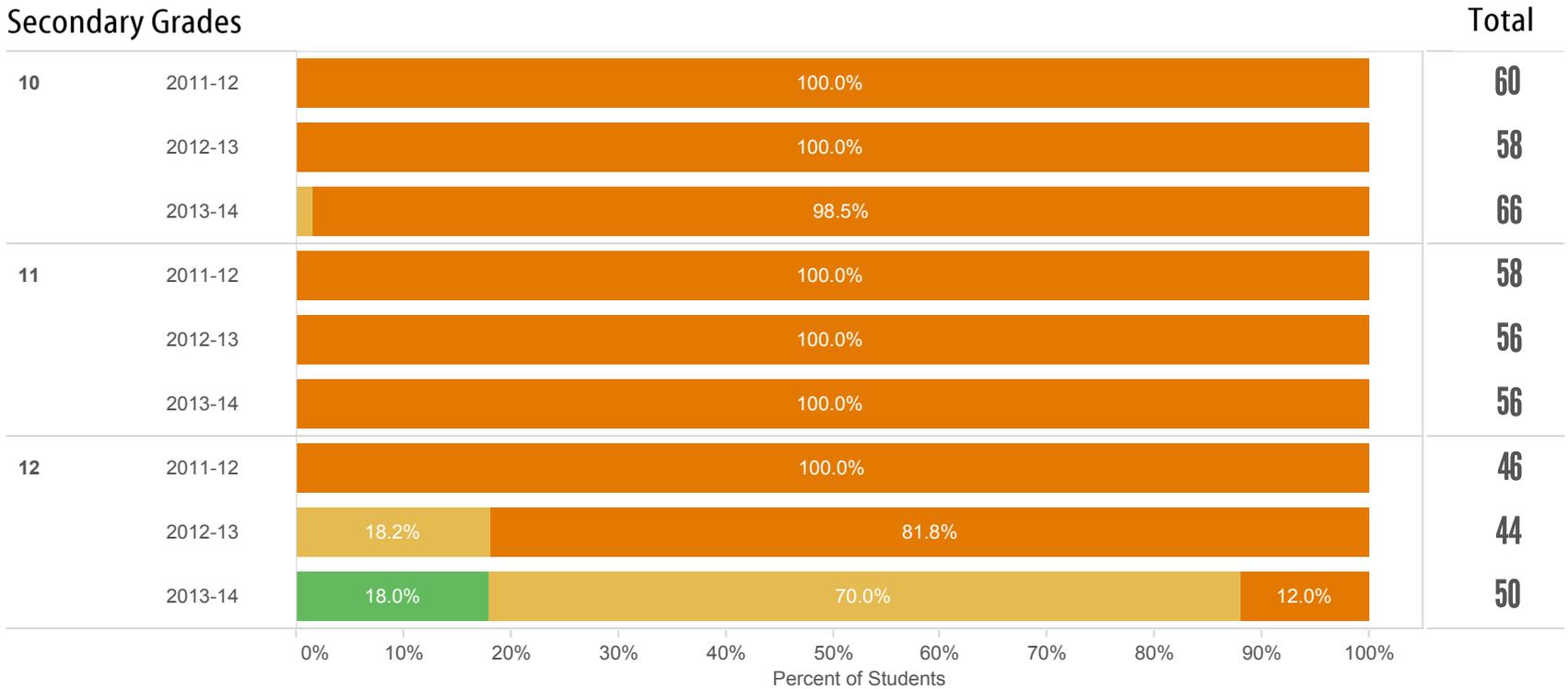
- No AP Course
- 1 AP Course
- 2 AP Courses



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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Ethnicity

Ethnicity				Total
AfrAmer Male	2011-12	100.0%		14
	2013-14	9.1%	90.9%	11
African American	2011-12	100.0%		27
	2012-13	6.3%	93.8%	16
	2013-14	4.8%	23.8%	71.4%
Latino	2011-12	100.0%		131
	2012-13	5.1%	94.9%	138
	2013-14	5.5%	19.9%	74.7%

A-G REQUIREMENTS

Coliseum College Prep Academy - 2010-11 - 2012-13

Meeting A-G is an important step in becoming college ready in California. High school graduates who do not meet the A-G subject breadth requirement are not yet eligible for admission to a UC/CSU campus. There are two components to the requirement: **1)** students must enroll in the right sequence of A-G courses, and **2)** they must obtain a grade of "C" or better in each required course. If you have any questions, please contact **Jay Tharp** at james.tharp@ousd.k12.ca.us.

All Students		Total
2011-12	85.3%	34
2012-13	69.8%	43

Student Groups

F	2011-12	93.8%	16
	2012-13	78.3%	23
M	2011-12	77.8%	18
	2012-13	60.0%	20
Low Income	2012-13	73.2%	41

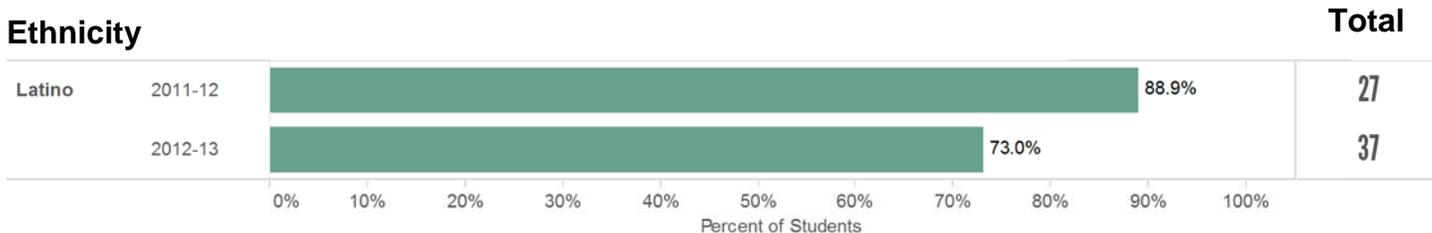
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Percent of Students

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SCHOOL QUALITY REVIEW WEBSITE AND PUBLICLY ACCESSIBLE SQR REPORTS

[HOME \(/\)](#) [STAFF \(/STAFF.HTML\)](/STAFF.HTML)[DEPARTMENTS \(HTTP://QUALITYCOMMUNITYSCHOOLS.WEBBLY.COM/INDEX.HTML\)](HTTP://QUALITYCOMMUNITYSCHOOLS.WEBBLY.COM/INDEX.HTML)[WHATS NEW \(/WHATS-NEW.HTML\)](/WHATS-NEW.HTML) [QUALITY STANDARDS \(/QUALITY-STANDARDS.HTML\)](/QUALITY-STANDARDS.HTML)

SCHOOL QUALITY REVIEW

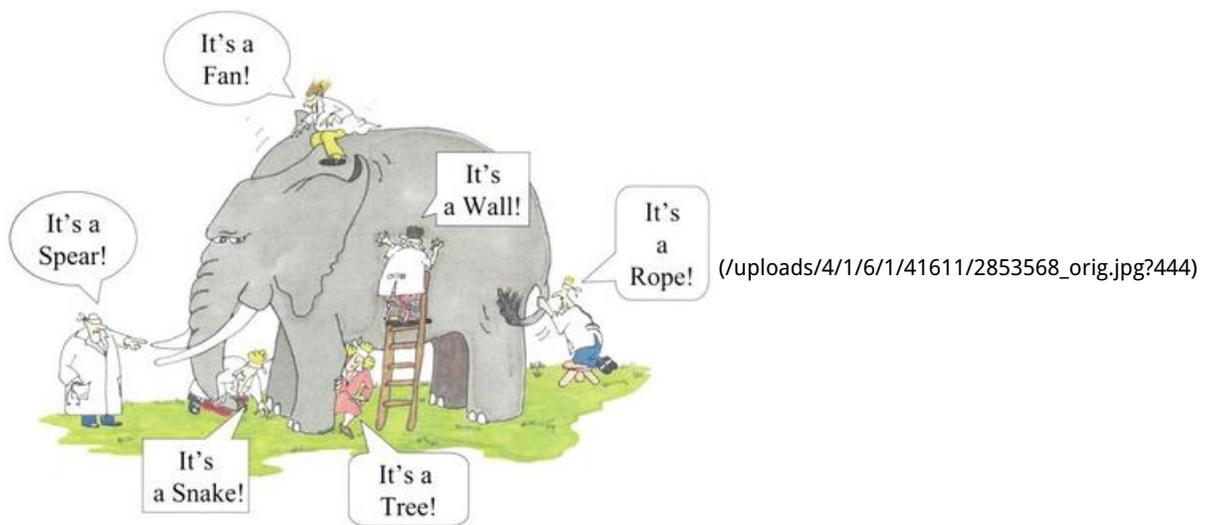
Creating new systems to provide feedback and support so that all schools achieve our quality standards...

OUSD SCHOOL QUALITY STANDARDS

SCHOOL QUALITY REVIEW

Believing that test scores and other quantitative measures of school performance provide only a partial window into the quality school, the OUSD Strategic Plan calls for a School Quality Review process. The School Quality Review process is designed to approach the question of school quality based on evaluating the extent to which schools live up to our School Quality Standards. In order to measure this, we must take into account multiple perspectives, and to evaluate both the inputs (schooling process) and outputs (results). The school quality review process will include developing review teams, conducting a school self-reflection, analyzing varied data and results, and conducting an extensive, multi-day school site visit.

The purpose of the school site visit is to provide a clearer picture of the way in which the school is supporting student learning, supporting adults learning, and supporting the conditions necessary to fulfill the goals of creating Full Service Community Schools. The result of the school review process will include a comprehensive report detailing the extent to which each school is meeting our School Quality Standards.



(/school-quality-review-docs.html)

SQR KEY DOCUMENTS

To access key documents, schedules, and frequently asked questions related to the School Quality Review, click **HERE**



(/sqr-findings.html)

SQR REPORTS & FINDINGS

To access School Quality Review reports for any OUSD school, as well as other findings and analysis, click **HERE** (</sqr-findings.html>)



(/sqr-review-teams-by-the-numbers.html)

SQR TEAMS

To learn more about who participates in our School Quality Review Team, click **HERE**

QUOTABLES:

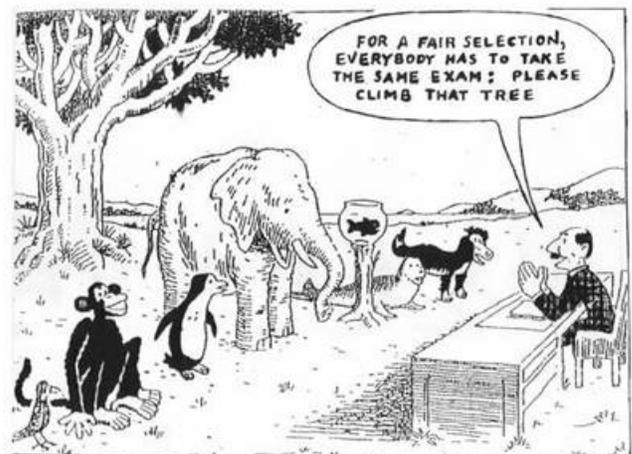
The team, the process, the facilitation- it was grueling, but really, really beneficial for me personally. I've never had the opportunity to view a school through the lens of SQR and it prompted me to do some deep reflection of my own leadership and school site context. Turns out that getting out of one's "bubble" actually IS helpful!

- Review Team Member, Principal 2014

"I have participated in processes like this before with BayCES, BASRC, etc. However, I found this the most comprehensive one as it gave voice to all segments of the school. Kudos to you for being well-organized, very transparent, easy to work with and knowledgeable."

- Review Team Member, District Leader 2013

RETHINKING HOW WE MEASURE QUALITY...



(/uploads/4/1/6/1/41611/_5061847_orig.jpg)

As we were talking through the analysis, a sitting principal on the review team observed how "ironic it was that I have to be away from my site to get the opportunity to really work like a principal."
- Review Team Member, District Leader 2013

Continuous School Improvement Department
Tilden School Campus
4551 Steele Street, Oakland CA 94619
P:510.336.7500 :(/documents.html) F:510.482.6774

CSI : "WHO ARE WE?"



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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SCHOOL QUALITY REVIEW REPORTS & FINDINGS



ELEMENTARY : K-8 SCHOOLS

Acorn Woodland Elementary (2012-13)

[Full Report](#) [Summary Ratings](#)

Allendale Elementary (2012-13)

[Full Report](#) [Summary Ratings](#)

Brookfield Elementary (2013-14)

[Full Report](#) [Summary Ratings](#)

Crocker Highlands Elementary (2012-13)

[Full Report](#) [Summary Ratings](#)

East Oakland PRIDE Elementary (2013-14)

[Full Report](#) [Summary Ratings](#)

Emerson Elementary (2012-13)

[Full Report](#) [Summary Ratings](#)

Global Family School (2012-13)

[Full Report](#) [Summary Ratings](#)

Hoover Elementary (2012-13)

[Full Report](#) [Summary Ratings](#)

Koramatzu Academy (2012-13) *pending*

[Full Report](#) [Summary Ratings](#)

MIDDLE SCHOOL : HIGH SCHOOL : 6-12 SECONDARY

Alliance Academy (2013-14)

[Full Report](#) [Summary Ratings](#)

Bret Harte Middle School (2012-13)

[Full Report](#) [Summary Ratings](#)

Bunche High School (2013-14)

[Full Report](#) [Summary Ratings](#)

Castlemont High School (2013-14)

[Full Report](#) [Summary Ratings](#)

Claremont Middle School (2013-14)

[Full Report](#) [Summary Ratings](#)

Coliseum College Prep Academy (2012-13)

[Full Report](#) [Summary Ratings](#)

Dewey High School (2013-14)

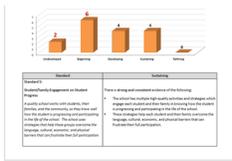
[Full Report](#) [Summary Ratings](#)

Elmhurst Community Prep (2012-13)

[Full Report](#) [Summary Ratings](#)

Edna Brewer Middle School (2012-13)

[Full Report](#) [Summary Ratings](#)



Observation	Date	Quality Standard	Level of Development	Quality Standard	Level of Development
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1
6	1	1	1	1	1
7	1	1	1	1	1
8	1	1	1	1	1
9	1	1	1	1	1
10	1	1	1	1	1
11	1	1	1	1	1
12	1	1	1	1	1
13	1	1	1	1	1
14	1	1	1	1	1
15	1	1	1	1	1

FINDINGS

Quality Practices Promoting High Performance for **African American Students** in OUSD observed in 2011-2012 Pilot SQR Schools.

>> Download (<https://drive.google.com/file/d/0ByP79cdj-k93d2gtdGpNMjF5UU0/edit?usp=sharing>)



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2012-13 Cross School Analysis showing the quality standards with the **highest development** demonstrated in schools and the quality standards with the **lowest development** demonstrated in schools.

* Included within District Balanced Scorecard

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Da Town

(<http://www.datownresearchers.org/>)

Researchers (<http://www.datownresearchers.org/>) (DTR) are a youth driven research team in Oakland that has been working in collaboration with OUSD and the School Quality Review process since their participation in helping to write the School Quality Standards unanimously adopted by the Board of Education in June, 2011. This report provides recommendations based on student voices data gathered by DTR as part of their participation in the School Quality Review process.

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SCHOOL QUALITY REVIEW SUMMARY RATINGS REPORTS

PART 2: FINDINGS - SUMMARY EXPLANATION OF RUBRIC RATINGS

Focus Standard	Focus Standard	Rubric Rating	Summary Explanation of Ratings
1.1	Meaningful and Challenging Curriculum	Beginning	<ul style="list-style-type: none"> • CCPA’s new pathways structure is beginning to provide students with engaging, personally meaningful curriculum and learning experiences. • Curriculum reflected an academic push, from the teacher, to have <u>all</u> students progress far and attain high levels of mastery in 35% of class observations.
1.2	Safe and Nurturing Learning Experiences	Developing	<ul style="list-style-type: none"> • Classrooms are calm and orderly during instructional time, and students display appropriate behaviors across the school (quickly taking assigned seats, getting out materials, and beginning class work at the start of class, following teacher directions, taking notes and completing work during class time). • A majority of class observations showed no student-student meaning making or constructivist learning, and no routines & structures to support students to build positive relationships across differences in order to effectively work and learn together.
1.4	Active & Different Types of Learning	Beginning	<ul style="list-style-type: none"> • Make The Road provides real world learning opportunities to students in 11th and 12th grades through internships and projects. • In a majority of classroom observations, students did not develop questions, pose problems, reflect on multiple perspectives, actively construct, explain, build on, or evaluate their thinking.
1.7	Students Know What They are Learning, Why, and How it can be Applied	Beginning	<ul style="list-style-type: none"> • Most teachers posted and/or explicitly referred to learning targets. • Half of the students interviewed could not correctly identify or explain the current learning target. • When students were asked how they know if they’ve really learned it, students answered

			either that they don't know, or that they know by their grade or a quiz score. No student referred to a model, rubric, definition, or criteria.
1.8	Academic Intervention & Enrichment Support	Sustaining	<ul style="list-style-type: none"> • CCPA staff use CELDT, CST, and SRI Lexile scores to assign students to English Enrichment, Achieve 3000, and CAHSEE Prep classes. • Using Jupiter Grades as a central place to document and monitor student progress, and having an assistant principal in charge of constantly checking and sharing the data, has created a culture where staff, students, and parents constantly monitor and respond to data. • CCPA provides a highly structured and monitored intervention and support systems through the divisions and small advisories in which teachers work closely with individual students in partnership with community based organizations and parents.
1.10	Equitable Access to Curriculum	Refining	<ul style="list-style-type: none"> • All high school students at CCPA are enrolled in A-G courses, and there are intensive wraparound services to support them. Teachers have been trained in Constructing Meaning - an instructional approach to incorporating language development into content instruction across the school. CCPA is in its second year of training and implementation of Spring Board curriculum. • CCPA's lower divisions are designed to provide intensive accelerated learning in 6-8th grades to get students ready for college preparatory curriculum in high school.
1.11	College-going Culture & Resources	Refining	<ul style="list-style-type: none"> • The division structure is intended to prepare students for college and career in developmentally appropriate ways. Implementation of the divisions is being revised to create a stronger alignment and more intentional and shared understanding of what students need at each level, planning backwards from the lessons learned with the first graduating class. • CCPA instills a college-going culture in its families through information sessions and individual outreach, regular monthly Parent Leadership Team meetings, and through

			fliers and calls home. There are many people on campus who communicate directly with families and explain how to prepare for college at each grade level .
2.1	Safe & Healthy Center of Community	Refining	<ul style="list-style-type: none"> • The campus hosts many activities for students and families before, during, and after the school day. The campus includes a Health Clinic, a Family and College Resource Center, a computer lab as well as classrooms and office spaces used by school staff and partner organization staff. • Adults on campus take responsibility for student safety by greeting students by name, interacting with students as they walk through campus, and intervening when there is a concerning behavior.
2.2	Coordinated & Integrated System of Academic Learning Support Services	Developing	<ul style="list-style-type: none"> • The School-Based Health Clinic provides 20 hours/week of health care services to students. Services include physicals, immunizations, blood work, birth control and STI testing and treatment, and dental, including medical services to undocumented students who can't get MediCal. • With so many people involved and so much work being developed simultaneously, it has been a struggle to effectively communicate so that all partners understand what the pieces of the program are and how they function together to most effectively and efficiently support students.
2.5	Identifies At-Risk Students & Intervenes	Sustaining	<ul style="list-style-type: none"> • There are systems in place for teachers to refer students for social-emotional, health, and behavioral support. The SST, Restorative Justice, and COST processes each has a staff person coordinating and tracking the referrals and actions. • Parents are engaged early and often as partners in understanding and responding to student behaviors that get in the way of academic achievement. Advisors conduct home visits to all students in the beginning of each school year, which sets up on-going communication over the course of the year.
2.6	Inclusive, Welcoming &	Sustaining	<ul style="list-style-type: none"> • Students overwhelmingly treated one another safely and respectfully on campus outside

	Caring Community		<p>of class time. During lunchtime in the cafeteria and on lunch lines, students waited in line in an orderly fashion, there was a relaxed energetic atmosphere.</p> <ul style="list-style-type: none"> • Community building is being done in advisories and a number of academic classrooms through the use of Community Circles, a Tier 1 Restorative Justice (RJ) practice being supported by OUSD. Several classrooms have restorative stations, where a student can sit and reflect on their actions as a way to get them ready to rejoining their class productively rather than getting sent to the school office. • The out of class referral system is understood and used by all adults. It provides prompt information to administration, teachers, other staff, students, and students’ families, and is used to track individual student behavior as well as to look at patterns of behavior which the school may warrant a systemic response.
3.1	Collaboration	Sustaining	<ul style="list-style-type: none"> • The culture of collaboration, trust, and respect is strong amongst teachers and between teachers and administrators. • Teachers are invested in their Professional Learning Communities (PLCs). There is a strong and positive culture of support and collaboration.
3.2	Data Development & Analysis	Sustaining	<ul style="list-style-type: none"> • By running weekly “proficiency” reports, the administrative team is able to identify areas of concern in terms of student achievement much earlier than the 6 week progress grades, and to proactively provide support to the teacher. • Teachers use data regularly. The staff analyzes student benchmark data and designs reteaching activities. Advisors administer the SRI and work with students to understand their reading lexile. Teachers have conducted video reflections to determine areas for improvement through their PLCs.
3.4	Professional Learning Activities	Sustaining	<ul style="list-style-type: none"> • Teachers spend most of their professional learning in smaller groups, each with a specific focus and goal, so that learning activities are directly connected to and actionable in

			<p>teacher practice.</p> <ul style="list-style-type: none"> • The whole staff has been trained in Tier 1 Restorative Justice Community Circles and teachers have been training in Constructing Meaning.
4.2	Working Together in Partnership	Refining	<ul style="list-style-type: none"> • The school’s many parent education programs are designed to build the capacity of parents to engage as partners with school staff. OUSD’s Family Literacy English and computer technology classes are offered so that parents can use email and Jupiter Grades to support their students’ academic progress and to support their own family’s well-being by having access to support services, online job searches and applications, etc. • School staff members described and behaved as though parents are vital partners in preparing students for success in college and careers after high school. • The Parent Leadership Team meets once a month, is conducted bilingually, and covers a wide range of topics that help parents understand the school to college and career process.
4.5	Student/Family Engagement on Student Progress	Refining	<ul style="list-style-type: none"> • The school staff effectively engage with parents in English and Spanish, and all school materials and documents are sent home and posted around school in both languages. • The staff has scheduled a week of minimum days at the beginning of the school year to enable teachers to make home visits to their advisees to begin building partnerships with their families. • Teachers update Jupiter Grades almost daily, enabling students and parents to have current information about student grades, assignment completion, and participation in school.
4.6	Family Engagement on Academic Expectations and Opportunities	Refining	<ul style="list-style-type: none"> • Parents are always welcome on campus and in classrooms, and are invited to several “Open School” days each year to observe classes and give feedback.

			<ul style="list-style-type: none"> • The principal presents information to the parents about the direction of the school, the pathways that are under development, and data about their graduates. • Parent education workshops throughout the year to help parents understand and engage in the academic and college preparation process. All families are invited, and FCRC staff conduct individual 1-1 follow up conversations with targeted families to ensure that they understand the importance of GPAs, what it means to be prepared for college, how their students are progressing, and to get them online to use Jupiter Grades to track students' academic development.
4.7	Standards of Meaningful Engagement	Sustaining	<ul style="list-style-type: none"> • The leadership of CCPA, from inception through its leadership transition, has expressed in words and actions the belief that the task at hand (getting every student ready for college and career) "can't be done without parent participation." A Parent Advisory Board meets 3 times a year to vet new ideas (free dress pass, etc.). • The Family and College Resource Center has a highly developed set of three big goals for this year and specific measurable steps they will take to achieve them.
5.2	Partners with Students and Families in Decision Making	Developing	<ul style="list-style-type: none"> • Students are not involved in monitoring results of school programs, creating/revising improvement plans, or that they participate in key school planning decisions. • Outside of the two Parent Coordinators, parents do not participate in making school wide decisions.
5.4	Vision Driven	Refining	<ul style="list-style-type: none"> • School staff, partner organization staff, parents, and students express a common vision, and that vision appeared to guide all school decisions, programmatic choices, and partnerships created. • The FCRC and the principal play large roles in making the vision explicit and in engaging parents in supporting and bringing it to life. The leadership of the school and of the FCRC reflect annually on their progress towards the school's vision and adjust programming

			accordingly.
5.5	Focused on Equity	Sustaining	<ul style="list-style-type: none"> • At its core CCPA is a school about interrupting patterns of inequities. All programs and partnerships are designed with that goal. • The principal and both assistant principals monitor many forms of data in order to ensure that programmatic and staffing decisions are, in fact, meeting the needs of all of their students.
5.6	Supports the Development of Quality Instruction	Sustaining	<ul style="list-style-type: none"> • The principal holds an instructional vision and guides the instructional work across the school, while developing teacher leadership and ownership of their work. • The school makes use of District resources to bring teaching support to CCPA teachers as they align with the school’s priorities: Springboard, PBIS, RJ, Instructional coaches. • The principal has set a course towards a Senior Project that will be a rigorous and meaningful culmination of students’ work and learning, and which will provide a powerful connection to student’s plans for the future.
5.9	Culture of Mutual Accountability	Sustaining	<ul style="list-style-type: none"> • The principal developed and uses a year calendar of Professional Learning activities and “deliverables” from teachers. • Teachers develop their expectations of each other and demonstrate accountability to one another through their PLC and division structures. • Under the direction of the PBIS Lead Team, the entire staff has agreed to explicit goals for student behaviors (what the core values mean in terms of classroom behaviors), and the administration has planned times to reflect on related data and experience to continue to “tune” these processes.
5.10	Organizational Management	Sustaining	<ul style="list-style-type: none"> • The principal handles the budget at CCPA, and she has a firm grasp on how to use the district’s budget processes and resources to maximize different funding sources in

			<p>service of the school's vision and related student and staff needs.</p> <ul style="list-style-type: none">• The principal has leveraged District professional learning opportunities as they relate to and support the school's vision and related student, staff, and parent needs.• The school's leaders continually seek additional grant funding to continue and expand the wraparound services provided through the Family and College Resource Center and the Safe Passages partnership.
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Part 3: School Quality Focus Standards Rubric Ratings Coliseum College Prep Academy

Quality Indicator	Focus Standard	Focus Standard	Rubric Rating	Un-developed	Beginning	Developing	Sustaining	Refining
1	1.1	Meaningful and Challenging Curriculum	Beginning					
1	1.2	Safe and Nurturing Learning Experiences	Developing					
1	1.4	Active & Different Types of Learning	Beginning					
1	1.7	Students Know What They are Learning, Why, and How it can be Applied	Beginning					
1	1.8	Academic Intervention/ Enrichment	Sustaining					
1	1.10	Equitable Access to Curriculum	Refining					
1	1.11	College-going Culture & Resources	Refining					
2	2.1	Safe & Healthy Center of Community	Refining					
2	2.2	Coordinated & Integrated System of Academic Learning Support Services	Developing					
2	2.5	Identifies At-Risk Students & Intervenes	Sustaining					
2	2.6	Inclusive, Welcoming & Caring Community	Sustaining					
3	3.1	Collaboration	Sustaining					
3	3.2	Data Development & Analysis	Sustaining					
3	3.4	Professional Learning Activities	Sustaining					
4	4.2	Working Together in Partnership	Refining					
4	4.5	Student/Family Engagement on Student Progress	Refining					
4	4.6	Family Engagement on Academic Expectations and Opportunities	Refining					
4	4.7	Standards of Meaningful Engagement	Sustaining					
5	5.2	Partners with Students and Families in Decision Making	Developing					
5	5.4	Vision Driven	Refining					
5	5.5	Focused on Equity	Sustaining					
5	5.6	Supports the Development of Quality Instruction	Sustaining					
5	5.9	Culture of Mutual Accountability	Sustaining					
5	5.10	Organizational Management	Sustaining					