



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## CONTINUOUS IMPROVEMENT GUIDE 2015-16 Edition

*Every Student Thrives!*



Now includes guidance on Cycles of Inquiry, Progress Monitoring, School Performance Framework, Leadership Growth & Development System, Teacher Growth & Development System, and Communities of Practice.

v. 9/9/15



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## Preface:



*"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on **how we feel about the fact that we haven't so far.**"*

**- Ron Edmonds, Harvard educator and researcher**

**August 11, 2015 - NOTE:** The Continuous Improvement Guide continues to be updated to reflect the goals and priorities of continuous improvement within the Oakland Unified School District.

**Original Draft Historical Note:**

Special thanks to the Summer 2014 Core Principal Team that helped produced the original draft of 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.

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**2014 Central Office Team Members**

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*Monica Thomas, Director of Instruction*  
*Ramona Burton, Director of Assessments*  
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*David Montes de Oca, Deputy Chief Continuous Impr.*



## Oakland Unified School District

### Mission:

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

### Vision:

Every Student Thrives!

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

### 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.



*We don't grow... absent the names of students.*

*What can be done TODAY to ensure student success TOMORROW?*

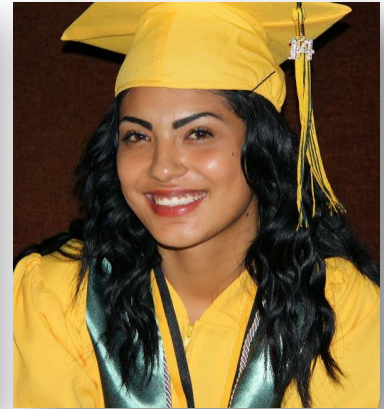


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### How does the Continuous Improvement Guide work?

- 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.
- Instructional Leadership Teams (ILT’s) or in special cases other designated teams - including school leaders, teachers, counselors, and paraprofessionals - as well as School Site Councils-including parents and community members - analyze the questions and data, and then identify concrete steps or interventions to drive achievement.
- Schools use the **Inquiry & Planning Tool**, or similar tool, for recording their analysis of their school performance, including strengths, challenges and root causes.
- Schools update their Focused Annual Plan (FAP) if there are actions with implications for the site plan.
- School leadership teams meet monthly with their Network Superintendent or Deputy Network Superintendent to review changes, discuss progress, and identify additional actions and needed supports.
- Network Superintendent/Deputy Network Superintendent provides feedback and assistance.

### 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 six foundational dimensions from the OUSD Leadership Growth and Development System.

### Leadership Dimensions at the forefront of your practice:

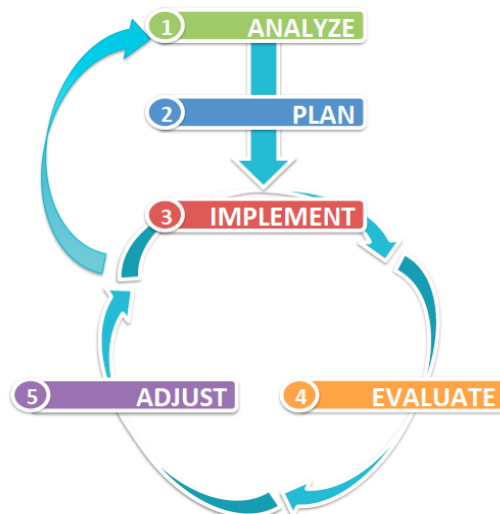
- Vision
- Equity
- Instruction
- Management
- Accountability
- Relationship
- Partnership
- Resilience

### *The Continuous Improvement Guide, Site Plan and Inquiry & Planning Tool*

The **Continuous Improvement Guide (CIG)** does not replace the **Site Plan**. The Site Plan remains the tool for planning the school's program and continuous improvement. The **Inquiry & Planning Tool** is a progress monitoring tool that captures both the implementation and impact of Action Steps deemed most important for tracking. When used consistently, the Inquiry & Planning Tool is an excellent way to document and communicate on the progress a school is making implementing its site plan. Schools may introduce their own version of the Inquiry & Planning Tool if preferred. 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, support and progress monitoring through the Inquiry & Planning Tool. Ultimately, this will help schools to make progress toward the major improvement strategies outlined in the site plan.

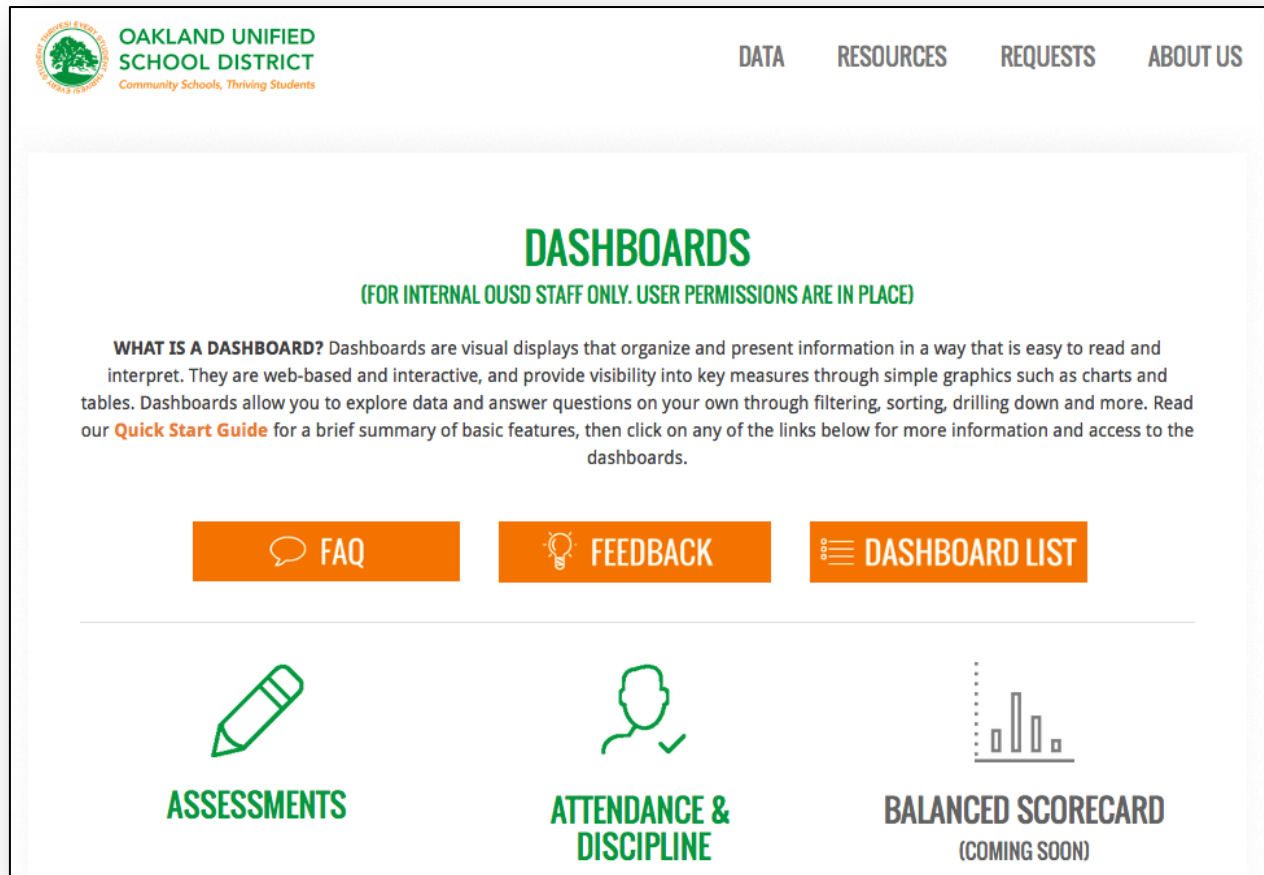
### *OUSD Inquiry Cycles*

The Big Questions and sub-questions support the 1) Analyze and 2) Plan, as well as the 4) Evaluate and 5) Adjust stages of the Inquiry Cycle. This reflection continues through to April, when Big Questions begin to refocus on 1) Analyze and 2) Plan for the following school year.



## Data: Leadership Portals at [ousddata.org](http://ousddata.org)

Beginning in 2015-16, the Research, Assessment & Data department is hosting Interactive Data Dashboards at [ousddata.org](http://ousddata.org).



All dashboards include several years of data with aggregate level visualizations. Underlying student level data is available for authorized users only. Each dashboard can be sorted by district, network, and school level views with filters on subgroups ranging from gender, ethnicity, English fluency status, and more. Central office collaborators will be pushing out to school sites specific data relevant to each monthly Big Question, with preliminary analysis to guide school site inquiry and focus.

The **School Performance Framework** (outlined in Appendix II) represents the “Vital Signs” of school performance that will be used to help inform the strengths and growth areas of schools, along with other priority indicators. The 2015-16 school year will be a “soft roll-out” year for the School Performance Framework to allow for training, study and exploration of the indicators that comprise the School Performance Framework. **The Leadership Data Dashboards have prioritized the indicators of the School Performance Framework in the dynamic reports that are available for schools’ continuous improvement efforts.**



**Dashboards:** For 2015-16 school leaders will have access to a growing number of dynamic data reports that will include, but not be limited to the following dynamic dashboards (as of 8/17/15):

## OUSD LEADERSHIP DASHBOARD LIST

Assessments		School Performance Framework Version 1.0 Indicators
• F&P, DRA, DIBELS & IDEL		
• Math Performance Task		
• Scholastic Reading Inventory (SRI) Growth & Performance		
• SRI Single Grade Overview		
• SRI Student Profile		
• SRI Custom Side-by-Side Comparison		
Attendance & Discipline		
• Chronic Absence		
• Suspension Incidents		
• Suspended Students		
Balanced Scorecard		
• Balanced Scorecard		
English Language Learners		
• California English Language Development Test (CELDT - Coming Soon)		
• English Learner Reclassification		
Enrollment		
• Enrollment		
Post Secondary Readiness		
• A-G Requirements		
• Advanced Placement (AP) participation		
• California High School Exit Exam (CAHSEE)		
• Cohort Graduation & Dropout rates		
• High School Readiness - 8th grade rates		
• Pathway Enrollment		
School Climate		
• California Healthy Kids Survey (students, parents, staff)		



### ***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 of that month and to have reviewed the sub-questions and their related data accessed through the new Leadership Portal - Data Reports button or through [ousddata.org](http://www.ousddata.org): <http://www.ousddata.org/internal-dashboards.html>, or from your other school-based assessments contained in **Illuminate**, and school-based data. If there is additional preparation required for this meeting, your Network Superintendent/Deputy Network Superintendent will let you know.

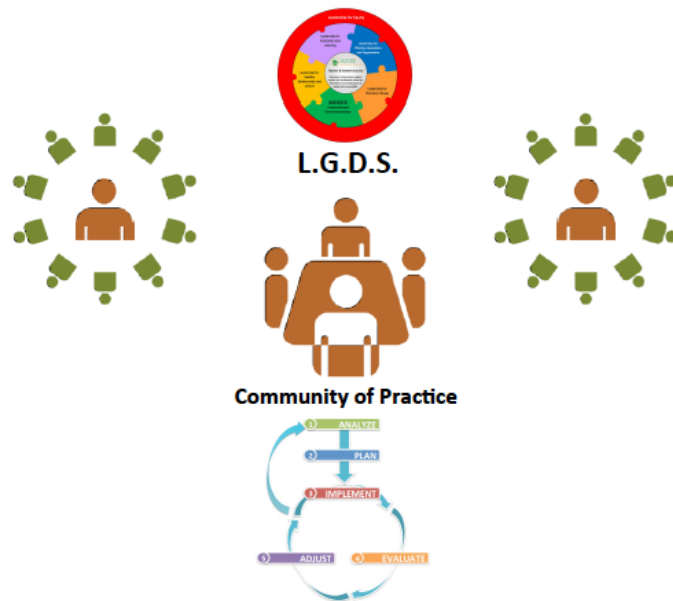
### ***Bringing it all together: CIG monthly meetings Protocol***

*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 Inquiry & Planning Tool is the tool that captures the data analysis in an easy-to-manage record keeping document, allowing clear and straightforward monitoring of implementation and progress.

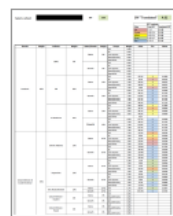
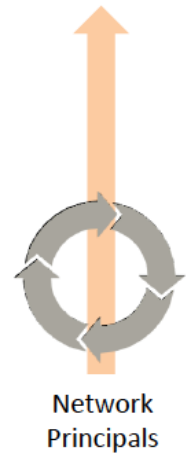
The Big Question is designed to push leaders' and their teams' thinking, to ensure that key data points are being considered throughout the year, and to assure that appropriate actions are being taken. Following is a simple protocol for monthly CIG meetings that incorporates Inquiry & Planning Tool, 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 strategies via the Inquiry & Planning Tool. What is the status of individual actions and the progress of the plan overall?
- Spend time in classrooms observing the key instructional focus areas outlined in the Academic Guidance Document. How do classroom observations provide additional insight or corroborate conclusions on the above?
- Identify next steps and supports needed.





**How do I know if my leadership of our teams is effective?**



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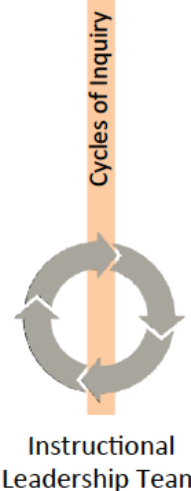


[www.ousddata.org](http://www.ousddata.org)



**C.I.G. Monthly Questions  
asked by teams**

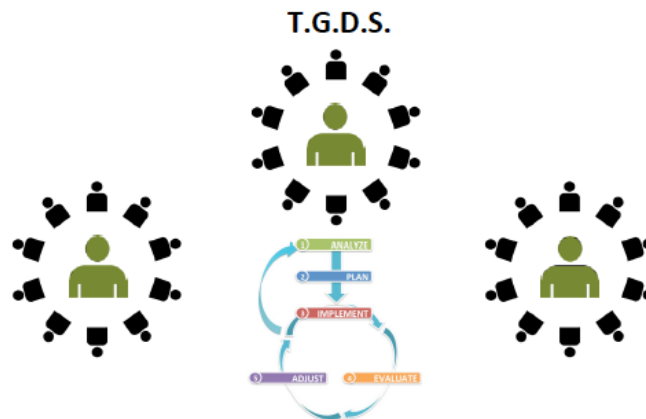
**How do we know if our support of teachers is effective?**



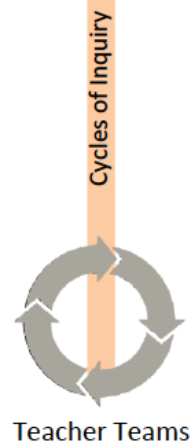
**Student Work**



**Assessments  
(i.e. illuminate)**



**How do I know if my teaching is effective?**



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## CIG MEETING PROTOCOL [SAMPLE]

*(Schools are free to implement their own similarly rigorous protocol.)*

### Data Analysis Protocol

45-60 min

**Purpose** — Discussions around data can make people feel “on the spot” or exposed, either for themselves, their students, or their profession. The use of a structured dialogue format provides an effective technique for managing the discussion and maintaining its focus. This protocol allows participants to look at data with new eyes, and ends with possible implications, next steps, and strategies.



5-7 min

**Examining the data** — Give the group silent reflection time to examine the data, noting any patterns they see, anything significant or unusual, and any conclusions that are beginning to arise.



10 min

**Describing round** — Remind the group to describe only what they actually see in the data, avoiding all judgments or interpretations. They should identify where the observation is being made – e.g., “On page one in the second column, third row...” If judgments or interpretations arise, ask the person to describe the evidence they see, not as a defense, but an observation. Start the round by asking, “What do you see?”



10 min

**Interpreting round** — Instruct the group now to attempt to make sense of what the data set says and why. “This is the time for speculation. We should find as many different interpretations as possible and evaluate them against the kind and quality of evidence we see.”

As we listen to each other’s interpretations, participants can ask questions to improve understanding of each other’s perspectives. Start the round by asking, “What do you think the data suggest?”



10 min

**Adjusting round** — “Now we will consider the implications of our observations and interpretations. In particular, consider the following questions: • What steps could be taken? • What strategies might be effective? • What else would you like to see happen? What kinds of assignments or assessments could provide this information? • What are the implications for equity?”

## Continuous Improvement Guide: Integrating CIG Into Cycles of Inquiry 2015-16

### PURPOSE:

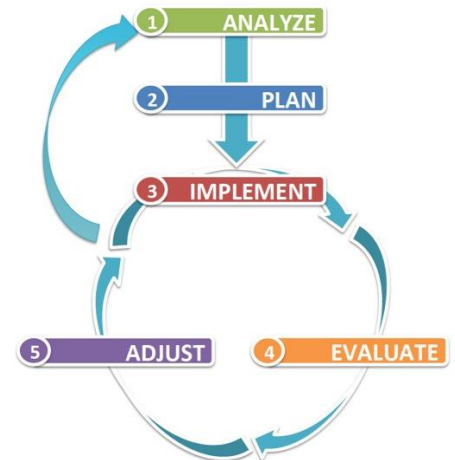
This section is intended to assist schools that have developed an existing practice of data-driven cycles of inquiry. The goal of the Continuous Improvement Guide (CIG) is NOT to replace that process, but to enhance it. While the Guide poses a monthly **Big Question**, schools are not required to conduct a complete cycle of inquiry every month. Schools are also not required to conduct a separate cycle of inquiry based on the CIG. The **Big Questions** each month should be asked with a focus on the chosen Cycle of Inquiry the school is conducting based on their Focused Annual Plan (FAP) and the 2015-16 Academic Guidance Document.

**STEP ONE:** The question schools must ask themselves **FIRST** is:

**"Where are we now in our ongoing cycle of inquiry?"**

Inquiry Cycle Stages:

- Root Cause Analysis?
- Strategy Development?
- Detailed Planning?
- Plan Implementation?
- Gathering Evidence of our Implementation and Monitoring Progress?
- Reflecting on the Results of a Particular Strategy to determine what to adjust?



**STEP TWO:** Then schools ask themselves:

**"Given where we are in our cycle, how can this month's question most assist us at this stage of the process?"**

### STEP THREE:







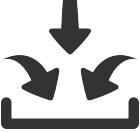



Determine the team or group that will engage the **Big Question** each month. The Instructional Leadership Team (ILT) must be the team that engages the monthly question **UNLESS** the school has designated another body responsible for leading one of the school's priority focus areas, in which case, that body may engage the **Big Question** that month.

### STEP FOUR:

Develop an agenda that integrates the **Big Question** this month to the current phase of the cycle of inquiry the school is presently conducting. Your network leadership team can assist you with this. Please contact them for guidance as soon as possible.



## Continuous Improvement Guide One-Pager

BIG QUESTION	How are we aligning strategies for all targeted groups to ensure closing achievement gaps?	
<b>AUGUST</b> <i>(Summative)</i>	How can data from last year inform our planning for students' needs this year?	
<b>SEPTEMBER</b> <i>(Diagnostic)</i>	How do you use beginning of year screening and diagnostics to inform planning for students?	
<b>OCTOBER</b> <i>(Implementation)</i>	How does formative and interim assessment data so far inform your school culture and college-readiness efforts and align with your big rocks (Focused Annual Plan)?	
<b>NOV / DEC</b> <i>(Reflective)</i>	How do your data inform you about progress on your big rocks (Focused Annual Plan) and planning for second semester?	
<b>JAN / FEB</b> <i>(Adjustment)</i>	Where are your data showing improvements and are still indicating high need? How do these data affect your resource planning for the next school year?	
<b>MARCH</b> <i>(Implementation)</i>	How will you be intentional in April and May to continue to ensure all students are supported?	
<b>APRIL</b> <i>(Reflective)</i>	How are you preparing for improvement planning for 2016-17 and summer programs?	
<b>MAY / JUNE</b> <i>(Evaluative)</i>	What evidence demonstrates that you met or did not meet your priority goals (Focused Annual Plan)?	
<b>REFLECT</b>	Evaluate – How well did you build capacity in teacher learning and leadership to support moving your big rocks (Focused Annual Plan)? How effective was your professional development and what is your plan for the 2016-17 year?	

## Continuous Improvement Guide Benchmarks 2015-16

The following scope and sequence is a guide to assist schools and network support teams to maintain progress in the implementation and use of the Continuous Improvement Guide and Inquiry & Planning Tool.

### August *(2015-16 CIG released in September)*

- Principals receive introduction (or reintroduction) to CIG Tool & relationship to Inquiry & Planning Tool
- Principals receive guided practice with CIG questions and template using August Big Question

### September

- Principal understands and has clarity about their Big Rocks through the Focused Annual Plan (FAP) and the Academic Guidance Document.
- Principal plans structures/systems for CIG and can explain to all stakeholders the use of CIG.
- Network or Deputy Superintendent will be visiting one CIG engagement for every school by end of November.
- Schools will have evidence every month (e.g., a completed Inquiry & Planning Tool) of the cycle of inquiry and engagement with the CIG Big Question at their sites.

### October

- Network or Deputy Superintendent will be visiting one CIG engagement for every school by end of November.
- Principal plans how they will share Cycle of Inquiry and/or information from their engagement with CIG Big Question with their broader communities.
- Schools will have evidence every month (e.g., a completed Inquiry & Planning Tool) of the cycle of inquiry and engagement with the CIG Big Question at their sites.

### November

- Network or Deputy Superintendent will have visited at least one CIG engagement for every school.
- Principal implementing structures/systems for CIG: agenda, presentations, feedback, ILT calendar or PD calendar.
- Schools will have evidence every month (e.g., a completed Inquiry & Planning Tool) of the cycle of inquiry and engagement with the CIG Big Question at their sites.

### December

- Community Data Summit: schools share data and progress toward goals with all constituents.
- Schools will have evidence every month (e.g., a completed Inquiry & Planning Tool) of the cycle of inquiry and engagement with the CIG Big Question at their sites.

## January

- Schools will have evidence every month (e.g., a completed Inquiry & Planning Tool) of the cycle of inquiry and engagement with the CIG Big Question at their sites.

## February

- Schools will have evidence every month (e.g., a completed Inquiry & Planning Tool) of the cycle of inquiry and engagement with the CIG Big Question at their sites.

## March

- Community Data Summit: schools share data and progress toward goals with all constituents.
- Schools will have evidence every month (e.g., a completed Inquiry & Planning Tool) of the cycle of inquiry and engagement with the CIG Big Question at their sites.

## April

- Schools will have evidence every month (e.g., a completed Inquiry & Planning Tool) of the cycle of inquiry and engagement with the CIG Big Question at their sites.

## May

- Schools will have evidence every month (e.g., a completed Inquiry & Planning Tool) of the cycle of inquiry and engagement with the CIG Big Question at their sites.

## June

- By the end of the year, all schools have engaged in these Big Questions and recorded their engagement, including their communities
- Schools will have evidence every month (e.g., a completed Inquiry & Planning Tool) of the cycle of inquiry and engagement with the CIG Big Question at their sites.
- Superintendents have engaged with schools in this work.
- Community Data Summits: schools share data and progress toward goals with all constituents at least twice during the school year.
- All schools have been supported by their network teams and central office collaborators to go through a whole cycle of inquiry—and have interacted with schools around all stages of the inquiry cycle.

## July

- Rest and Reflect



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## Big Questions of the Month & - Priority Data, LGDS Focus Elements





## 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 (Leadership data portal)
- \* Behavior/Discipline (Leadership data portal)
- \* Student achievement data based on daily/weekly assessment of learning (school-based)

MONTH	BIG QUESTIONS
2015-16 School Year	<p><b>BIG QUESTION:</b></p> <p><b>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, African American Males and Students with special needs) and other targeted groups of students? How are you ensuring that gaps are closing for your targeted subgroups?</b></p> <p><b>Tip:</b> 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  2015-16 updated CIG released in September	<p><b>Big Question</b> (Summative View):</p> <p>How can data from last year inform our planning for students this year?</p> <p><b>Tip:</b> Consider the breadth 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><b>FOCUS Dimension and Element:</b></p> <ul style="list-style-type: none"><li>• Relationships and Culture: Conditions for Student Learning ★</li><li>• Instruction and Learning: Data Driven Instruction ★</li><li>• Instruction and Learning: Key Focus Areas (Writing &amp; Small Group Instruction)</li><li>• Effective Operations and Organization: Equitable Resource Allocation</li></ul> <p><b>Priority Data Emphasis:</b> The following data points <b>must</b> be analyzed this month.</p> <ul style="list-style-type: none"><li>• <b>School Balanced Scorecard</b> (Includes targets met/not met)</li><li>• <b>SBAC ELA</b> (All students, and by designated student groups)</li><li>• <b>SBAC Math</b> (All students, and by designated student groups)</li></ul> <p><b>Data Source:</b> Interactive Dashboards at <a href="http://ousddata.org">ousddata.org</a> for School Balanced Scorecard, use dashboards for specific indicators to view designated student groups, grade levels, multi-year trends.</p>
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<b>September</b>	<p><b>Big Question</b> (Diagnostic View): How do we use data from the 2015-16 beginning of year screening and diagnostics to inform planning for students needs this year aligned to the district’s instructional focus on small group instruction, writing in the three Common Core text types, and lesson design.</p> <p><b>Tip:</b> 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><b>FOCUS Dimension and Element:</b></p> <ul style="list-style-type: none"><li>• Instruction and Learning: Pedagogy (Focus Areas: Writing &amp; Small Group Instruction) ★</li><li>• Instruction and Learning: Data Driven Instruction ★</li></ul> <p><b>Priority Data Emphasis:</b> The following data points <b>must</b> be analyzed this month.</p> <ul style="list-style-type: none"><li>• <b>SRI</b> (Scholastic Reading Inventory)</li><li>• <b>SMI</b> (Scholastic Math Inventory)</li><li>• <b>DRA</b> (English/Spanish for dual language schools)</li><li>• <b>Fountas &amp; Pinnell</b></li></ul> <p><b>Data Source:</b> Interactive Dashboards at <a href="https://ousddata.org">ousddata.org</a>; Comprehensive Student Data Roster (2014-15 end-of-year results for <u>current year student list</u>) in school’s “protected student data” folder at <a href="https://ousddata.org">ousddata.org</a>)</p>
<b>October</b>	<p><b>Big Question</b> (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 school culture and college-readiness efforts and align with your major improvement strategies (as outlined in your Site Plan)?</p> <p><b>Tip:</b> 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><b>FOCUS Dimension and Elements:</b></p> <ul style="list-style-type: none"><li>• Relationships and Culture: Conditions for Student Learning ★</li><li>• Instruction and Learning: Data Driven Instruction ★</li><li>• Instruction and Learning: Instructional Core: Observation, Evidence, and Feedback ★</li><li>• Instruction and Learning: Key Focus Areas (Writing &amp; Small Group Instruction)</li><li>• Effective Operations and Organization: Operation Systems ★</li><li>• Effective Operations and Organization: Equitable Resource Allocation</li></ul> <p><b>Priority Data Emphasis:</b> The following data points <b>must</b> be analyzed this month.</p> <ul style="list-style-type: none"><li>• <b>Suspensions / Discipline data</b></li><li>• <b>School-specific and curriculum-embedded assessments</b></li><li>• <b>Site-based data</b> (observations, COST, budget)</li></ul> <p><b>Data Source:</b> Interactive Dashboards (suspended students, suspension incidents), Weekly Engagement</p>



	Report, Aeries.net reports on Universal Referral Form data, Illuminate (locally input classroom assessment data)
<b>November /December</b>	<p><b>Big Question (Reflective View)</b> How do your interim assessments and engagement data inform you about the progress being made on your goals set in your Site Plan? How are college readiness indicators informing your planning for second semester?</p> <p><b>Tip:</b> 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><b>FOCUS Dimension and Elements:</b></p> <ul style="list-style-type: none"> <li>Relationships and Culture: Conditions for Student Learning ★</li> <li>Instruction and Learning: Data Driven Instruction ★</li> <li>Instruction and Learning: Instructional Core: Observation, Evidence, and Feedback ★</li> <li>Instruction and Learning: Key Focus Areas (Writing &amp; Small Group Instruction)</li> <li>Effective Operations and Organization: Operation Systems ★</li> <li>Effective Operations and Organization: Equitable Resource Allocation</li> </ul> <p><b>Priority Data Emphasis:</b> The following data points <b>must</b> be analyzed this month.</p> <ul style="list-style-type: none"> <li><b>Weekly Engagement Report</b></li> <li><b>Suspensions/Office referrals</b> (Universal Referral Form data)</li> <li><b>Chronic Absence</b></li> <li><b>Grades/Report Cards</b></li> </ul> <p><b>Data Source:</b> Interactive Dashboards, Weekly Engagement Reports at <a href="https://ousddata.org">ousddata.org</a>; Aeries.net reports on Universal Referral Form data</p>
<b>January/ February</b>	<p><b>Big Question (Adjustment View)</b> 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><b>Tip:</b> Determine your highest leverage course correction action steps based upon your school 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 groups</p> <p><b>FOCUS Dimension and Elements:</b></p> <ul style="list-style-type: none"> <li>Instruction and Learning: Data Driven Instruction ★</li> <li>Instruction and Learning: Instructional Core: Observation, Evidence, and Feedback ★</li> </ul>



	<ul style="list-style-type: none"> <li>• Instruction and Learning: Key Focus Areas (Writing &amp; Small Group Instruction)</li> <li>• Effective Operations and Organization: Distributed Leadership and Effective Teams</li> </ul> <p><b>Priority Data Emphasis:</b> The following data points <b>must</b> be analyzed this month.</p> <ul style="list-style-type: none"> <li>• <b>Mid-year reading &amp; math growth/progress (SRI, SMI, F&amp;P)</b></li> <li>• <b>SIRA</b> (Elementary Science)</li> <li>• <b>First semester Grades/Report Cards</b></li> <li>• <b>Credits attempted/earned</b> (High School)</li> <li>• <b>8th grade High School Readiness</b> (Middle School)</li> <li>• <b>12th graders on track to graduate</b> (High School)</li> <li>• <b>Mid-Year Math</b> (Secondary schools)</li> <li>• <b>PSAT</b> (High School based on October 2016 exam for Grade 10)</li> </ul> <p><b>Data Source:</b> Interactive Dashboards at <a href="http://ousddata.org">ousddata.org</a> (SRI, SMI, F&amp;P, HS readiness, PSAT), report cards, Aeries</p>
<b>March</b>	<p><b>Big Question (Implementation View)</b> 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><b>Tip:</b> Don't forget to have some fun, celebrate successes to alleviate all the stress of preparing for SBAC Assessment!</p> <p><b>FOCUS Dimension and Elements:</b></p> <ul style="list-style-type: none"> <li>• <i>Equity:</i> Equity goals</li> <li>• Relationships and Culture: Relational Trust and Professional Culture★</li> <li>• Relationships and Culture: Conditions for Student Learning ★</li> <li>• Relationships and Culture: Resilience</li> <li>• Instruction and Learning: Data Driven Instruction ★</li> <li>• Instruction and Learning: Key Focus Areas (Writing &amp; Small Group Instruction)</li> </ul> <p><b>Priority Data Emphasis:</b> The following data points <b>must</b> be analyzed this month.</p> <ul style="list-style-type: none"> <li>• <b>Weekly Engagement Report</b></li> <li>• <b>Suspensions/Office referrals</b> (Universal Referral Form data)</li> <li>• <b>Chronic Absence</b></li> <li>• <b>Grades/Report Cards</b> (second semester report card period)</li> <li>• <b>12th graders on track to graduate</b> (High School)</li> </ul> <p><b>Data Source:</b> Interactive Dashboards, Weekly Engagement Reports at <a href="http://ousddata.org">ousddata.org</a>; Aeries.net reports on Universal Referral Form data</p>
<b>April</b>	<p><b>Big Question (Reflective View)</b> How are you preparing for improvement planning for 2016-17? How are you preparing for summer school or summer programs?</p>



	<p><b>Tip:</b> 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, 3<sup>rd</sup>, 5<sup>th</sup> grade reading and literacy results, and 8<sup>th</sup> and 12<sup>th</sup> grade math results. Ensure a plan for all 12th graders who are not eligible to graduate in June.</p> <p><b>FOCUS Dimension and Elements:</b></p> <ul style="list-style-type: none"> <li>• Visionary Change: Shared Vision</li> <li>• Instruction and Learning: Data Driven Instruction ★</li> <li>• Instruction and Learning: Key Focus Areas (Writing &amp; Small Group Instruction)</li> </ul>
	<p><b>Priority Data Emphasis:</b> The following data points <b>must</b> be analyzed this month.</p> <ul style="list-style-type: none"> <li>• <b>Fountas &amp; Pinnell</b> (Elementary focus on K, 3, 5)</li> <li>• <b>Weekly Engagement Report</b></li> <li>• <b>Grades/Report Cards</b> (second semester report card period)</li> <li>• <b>12th graders on track to graduate</b> (High School)</li> <li>• <b>Credits attempted/earned</b> (High School)</li> <li>• <b>8th grade High School Readiness</b> (Middle School)</li> </ul> <p><b>Data Source:</b> Interactive Dashboards, Weekly Engagement Report at <a href="http://ousddata.org">ousddata.org</a>; Aeries (credits, grades, report cards)</p>
<p><b>May/ June</b></p>	<p><b>Big Question (Evaluative View)</b></p> <p>What evidence demonstrates that you met or did not meet your Site Plan goals? Evaluate – How well did you build capacity in teacher learning and leadership to support those Site Plan goals? How effective was your professional development and what is the evidence of its effectiveness? What is your Professional Development plan for the 2016-17?</p> <p><b>Tip:</b> 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 2016-17 school year.</p> <p><b>FOCUS Dimension and Elements:</b></p> <ul style="list-style-type: none"> <li>• <i>Equity: Equity Goals</i></li> <li>• Visionary Change: Shared Vision</li> <li>• Instruction and Learning: Pedagogy (Focus Areas: Writing &amp; Small Group Instruction) ★</li> <li>• Instruction and Learning: Data Driven Instruction ★</li> </ul> <p><b>Priority Data Emphasis:</b> The following data points <b>must</b> be analyzed this month.</p> <ul style="list-style-type: none"> <li>• <b>Use Dashboards to monitor progress for year-to-date on School Balanced Scorecard indicators &amp; targets</b></li> </ul> <p><b>Data Source:</b> Interactive Dashboards, Weekly Engagement Report at <a href="http://ousddata.org">ousddata.org</a>; Aeries (credits, grades, report cards)</p>



# 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, Fountas & Pinnell, CST Science (5<sup>th</sup>), 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?**

Focus	REVIEW DATA (Dashboards) →	ANALYZE DATA (CIG) →	IDENTIFY ACTIONS/ UPDATE (SPSA) →
ALL SCHOOLS			

**LCAP Goals**

- GOAL #1: Graduates are College and Career Ready
- GOAL #2: Students are Proficient in State Academic Standards
- GOAL #3: Students are Reading at or Above Grade Level
- GOAL #4: English Learners are Reaching English Fluency
- GOAL #5: Students are Engaged in School Every Day
- GOAL #6: Parents and Families are Engaged in School Activities

***2015-16 Updated CIG released in September***

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

*OUSD Principal Framework Dimension 1 (Leadership for 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 for the school year?
- What are your goals for 2015-16? Do they need to be adjusted based on the data?





### **SEPTEMBER “BIG QUESTION OF THE MONTH”:**

**How do we use data from the 2015-16 beginning of year diagnostics (SRI, BPST, Fountas & Pinnell, 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?**

Focus	REVIEW DATA (Dashboards) →	ANALYZE DATA (CIG) →	IDENTIFY ACTIONS/ UPDATE (SPSA) →
ALL SCHOOLS			

#### **LCAP Goals**

- GOAL #1: Graduates are College and Career Ready
- GOAL #2: Students are Proficient in State Academic Standards
- GOAL #3: Students are Reading at or Above Grade Level
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- GOAL #5: Students are Engaged in School Every Day
- GOAL #6: Parents and Families are Engaged in School Activities

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 instructional focus areas?
- 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 for the school year?

#### **High Schools**

- Which students (especially 12<sup>th</sup> 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 school culture and college readiness efforts and align with your major improvement strategies (as outlined in your Site Plan)?**

Focus	REVIEW DATA (Dashboards) →	ANALYZE DATA (CIG) →	IDENTIFY ACTIONS/ UPDATE (SPSA) →
ALL SCHOOLS			

**LCAP Goals**

- GOAL #1: Graduates are College and Career Ready  
GOAL #2: Students are Proficient in State Academic Standards  
GOAL #3: Students are Reading at or Above Grade Level  
GOAL #4: English Learners are Reaching English Fluency  
GOAL #5: Students are Engaged in School Every Day  
GOAL #6: Parents and Families are Engaged in School Activities

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

*Based on your data, to what extent is your school culture reflective of your vision?*

**Elementary/Middle Schools/High Schools**

*Evaluate student behavior as evidenced by discipline referrals and suspension data to determine the effectiveness of the positive school culture and relationship strategies the school has been implementing.*

1. What is the percentage of students with discipline referrals/suspensions by race, gender, and socio-economic level?
2. What is the percentage of students by student group (English Learners, Students with special needs, etc.)?
3. How are you working to decrease discipline referrals and implement positive behavior interventions and/or restorative practices? What systems are in place?

*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*

1. By student and grade level, which specific students showed improvement and what do you think are the reasons for this?
2. 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.*

3. What is the percentage of students enrolled in these courses by race, gender, and socio-economic level?
4. What is the percentage of students by student group (English Learners, Students with special needs, etc.)?
5. How do you track the percentage of attrition from each type of course during the first month of school?
6. 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.*

7. 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.*

8. What is the overall three-year trend of SAT scores by subject area?
9. 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?
10. 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 Site Plan? How are college readiness indicators informing your planning for second semester?**

Focus	REVIEW DATA (Dashboards) →	ANALYZE DATA (CIG) →	IDENTIFY ACTIONS/ UPDATE (SPSA) →
ALL SCHOOLS			

**LCAP Goals**

- GOAL #1: Graduates are College and Career Ready
- GOAL #2: Students are Proficient in State Academic Standards
- GOAL #3: Students are Reading at or Above Grade Level
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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 Site Plan:*

1. What progress have you made towards your August school-wide goals?
2. What trends are you noticing in subgroup data?
3. 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:*

1. 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:*

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

*Monitor progress towards college readiness:*

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

*Communicate progress towards school-wide goals to all stakeholders:*

1. 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?**

Focus	REVIEW DATA (Dashboards) →	ANALYZE DATA (CIG) →	IDENTIFY ACTIONS/ UPDATE (SPSA) →
<b>ALL SCHOOLS</b>			

#### **LCAP Goals**

GOAL #1: Graduates are College and Career Ready  
GOAL #2: Students are Proficient in State Academic Standards  
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GOAL #6: Parents and Families are Engaged in School Activities

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 2016-17?
- 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?
- Which students are off-track for high school readiness (8th grade) and high school graduation (12th grade)?
- 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 8<sup>th</sup> 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 12<sup>th</sup> 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?**

Focus	REVIEW DATA (Dashboards) →	ANALYZE DATA (CIG) →	IDENTIFY ACTIONS/ UPDATE (SPSA) →
ALL SCHOOLS			

**LCAP Goals**

- GOAL #1: Graduates are College and Career Ready
- GOAL #2: Students are Proficient in State Academic Standards
- GOAL #3: Students are Reading at or Above Grade Level
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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 Site Plan)?
  - 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 Site Plan to reflect your learning from the above analyses?



**APRIL “BIG QUESTION OF THE MONTH”:**

***How are you preparing for improvement planning for 2016-17? How are you preparing for summer school or summer programs?***

Focus	REVIEW DATA (Dashboards) →	ANALYZE DATA (CIG) →	IDENTIFY ACTIONS/ UPDATE (SPSA) →
ALL SCHOOLS			

**LCAP Goals**

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- GOAL #6: Parents and Families are Engaged in School Activities

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 12<sup>th</sup> 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 Site Plan goals? Predict.**

**Evaluate – How well did you build capacity in teacher learning and leadership to support those Site Plan goals? How effective was your professional development and what is the evidence of its effectiveness?**

**What is your Professional Development plan for 2016-17?**

Focus	REVIEW DATA (Dashboards) →	ANALYZE DATA (CIG) →	IDENTIFY ACTIONS/ UPDATE (SPSA) →
ALL SCHOOLS			

**LCAP Goals**

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GOAL #5: Students are Engaged in School Every Day

GOAL #6: Parents and Families are Engaged in School Activities

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

**REFLECTIVE QUESTIONS FOR ELEMENTARY/MIDDLE/HIGH SCHOOLS TO INFORM 2016-17  
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 vs. 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 2016-17 PLANNING**

*Determine graduation status for all 11<sup>th</sup> 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 11<sup>th</sup> 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?



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## PRINCIPAL INSTITUTE **ROLE PLAY PRACTICE GUIDE**

<b>○ ACTIVITY</b>	<p><b>LEADERSHIP PROTOCOL:</b></p> <p><b>Making sense of the CIG, DATA DASHBOARDS and SITE PLAN to leaders, staff and stakeholders</b></p> <ul style="list-style-type: none"><li>• <b>10 min.:</b> Write a response to all four questions</li><li>• <b>30 min.:</b> In table groups, working in pairs or trios, leaders will play the role of “sense-maker” and explain each question to a colleague(s) who are playing the role of a teacher asking the questions. No more than 10 minutes per “leader” explaining purpose – everyone should have an opportunity to be a sense-maker!</li></ul>
<b>○ PROMPT #1</b>	<p><i>What would you to say to your (AP/staff/community) if you were explaining what the purpose of the CIG is and how it is used?</i></p>
<b>○ PROMT #2</b>	<p><i>What would you say to your (AP/staff/community) if you were explaining the purpose of the Data Dashboards and how it is used?</i></p>
<b>○ PROMPT #3</b>	<p><i>What would you say to your (AP/staff/community) if you were explaining what the purpose of the Site Plan is and how it is used?</i></p>
<b>○ PROMPT #4</b>	<p><i>How would you explain the connection between the CIG, Data Dashboards and the Site Plan to your (AP/staff/community)?</i></p>



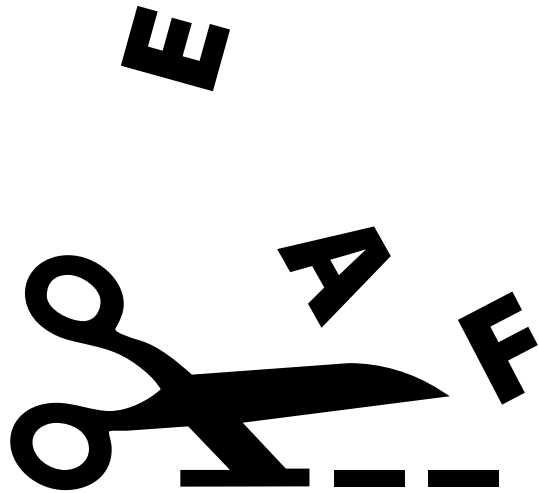
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## APPENDIX I

# 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).

**CAHSEE:** California High School Exit Exam is a state mandated test for students in grades 10-12. Pending legislation may suspend CAHSEE for the next three years as alternatives are studied at the state level.

**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

**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 A-G course credits for admission to the University of California or California State University system, and is on-target to graduate.

**Col:** Cycle of Inquiry

**CoP:** Community of Practice

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

**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.

**ELL:** English Language Learner

**EOY:** End of Year

**F&P:** Fountas and Pinnell Literacy Assessment

**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

**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.

**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 was 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. SRI levels can provide a quantifiable trajectory to college and career readiness.

**SMI:** Scholastic Math Inventory is taken online by all students in grades 3-9. It provides vertically aligned Math skills data, reported as Quantile scores.



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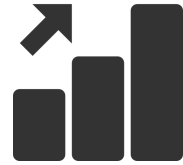
## APPENDIX II

# School Performance Framework (SPF)

Excerpt from School Performance Framework Guide 2015-16



# School Performance Framework



## Intention and Design

The School Performance Framework (SPF) is a comprehensive system to help schools focus on strengths and areas for targeted improvement. The SPF will be released annually for each OUSD school beginning in fall 2016, as well as on a projected second phase for Oakland-area charter schools. The Framework is also interrelated, though not identical, to state and federal accountability requirements.

Oakland Unified School District's SPF is remarkable in its ability to show a body of evidence that allows the district to see how much of an impact the schools are having on their students from year to year. The SPF will help the district determine how much students benefit from its schools and how much schools differ in their ability to educate their students. The SPF is also a management tool that will help identify best practices across the district.

The SPF is composed of up to fourteen measures that are, on their own, helpful to different audiences. District leaders deeply analyze state assessment outcomes, school leaders pore over attendance data, counselors look at trends in suspensions, and HR staff look at teacher climate surveys. Each of these data elements tell a story, and the combination of these measures, carefully measured and weighted in the SPF, convey one holistic version of school performance. This information will eventually be used by lots of different stakeholders to understand which schools are performing well and where more assistance is needed.

The overall goals of the SPF are to:

- Improve overall student learning and achievement, and
- Provide a focused picture of how schools in OUSD are performing based on key indicators
- Using the tiering to differentiate support and recognition to District-run schools, as well as guide the renewal process for charter-run schools authorized by OUSD.

Additional information and documentation about the SPF will be rolling out in the next months, to include rubrics, sample scorecards, community communications, and FAQs.

This document is designed to provide detailed information about each SPF measure and the assessment data used to calculate the measure.



## Outcome Indicators

Quality School Development work begins with the end in mind. Using a rigorous backwards design planning approach, the District emphasizes key goals and outcomes for each school at the outset of the planning process. These indicators are inter-connected and help to create a whole-child, whole-school approach.

*“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you will better understand where you are now, so that the steps you take are in the right direction.”*

- Steven Covey

Emphasis in the School Performance Framework is placed on:

- **Pathways to Excellence Goals and Targets**
- **Balanced Scorecard Indicators**

## OUR NORTH STAR

# Oakland Unified School District Graduate Profile

**“Career is the goal - Education is the path”**



**“Our graduates are college, career, and community ready!”**

## Importance of Indicators

**It's like an Airplane Cockpit;** Imagine the dials and displays inside the cockpit of an airplane. These provide important information to the pilots about the performance status of the plane - its position in relation to its destination, windspeed, altitude, fuel level and much more. Without these indicators, the pilots have very little to guide them on their journey. The pilots don't use all the dials at once, and sometimes it takes a combination of dials and displays to give them all the information they need at a specific point in time. For pilots and project managers alike, Indicators are important for navigation.

**There are a variety of data collection methods.**<sup>[i]</sup>

### Establish a Baseline

Often called pre and post testing (the pre- test establishes your baseline.) You need to have information before you begin so that you have something to compare your results to. This is how you'll demonstrate there's been a change.

### Quantitative Indicators

Express indicators as a ratio, a percentage, a comparison, or a number.

#### For example:

*The ratio of the total population of newcomer boys and girls who enroll in pathways or academies.*

### Qualitative Indicators

Express indicators as a change or a comparison between two states or situations.

#### For example:

*Changes in perceived levels of self-confidence among newcomer students in the tutoring group.*

Gathering data does not have to be a separate activity that everyone dreads. Data gathering will be worked into the Activities we're already doing.

### Target Indicators

A target indicator (or success indicator) includes a level that you are aiming to achieve. It's difficult to set attainable targets unless you've been gathering data for years and are repeating activities in a familiar setting.

#### For example:

*75% of suspended students will not return for suspension for the same problem within 12 months of last incident.*



## School Performance Framework Indicators

All schools will pursue measureable growth in student outcomes across several domains that will include the **School Performance Framework** and other site-specific indicators. **Growth** in student outcomes will be **at least** as important as absolute performance or **Status**. Thus **regardless** of where students begin, school improvement will be substantially measured by school's **impact** on student performance.

### Systems

- The problem is systemic, and therefore the solutions must address schools as systems.

### Equity

- We must develop a vision that seeks outcomes for every child, no matter where they come from, no matter the color of their skin, the side of town they live on, the language they speak.

DOMAINS	DRAFT VERSION 1.0 SPF INDICATORS	STATUS	GROWTH	GROUPS
Academic	SBAC (ELA/Math: state assessment) (Grades 3-8, 11)	X	X	All
	SRI (literacy assessment) (Grades 2-12)	X	X	
	H.S. Readiness (8 <sup>th</sup> Grade) 2.5 GPA, No Susp, 96% Attend, No D or F in ELA/Math	X	X	English Learner
	Graduation (4 yr Cohort)	X	X	
	A-G 12 <sup>th</sup> Grade Completion	X	X	Special Education
	Pathway Participation	X	X	
Climate, Social Emotional Learning	Suspension	X	X	Low Income
	Chronic Absence	X	X	
	Climate Survey (parents, staff, students)	X	X	Lowest Performing Race/Ethnic
	Socio-Emotional Learning Survey (students)	X	X	
	EL Reclassification (All – K-5 / LTEL – 6-12)	X	X	

The School Performance Framework will focus on the smallest set of robust indicators to include those indicators most likely to be applicable across all publicly funded schools (District-run and Charter operated.)

Indicators additionally tracked and reported to support school improvement will include a broad range of critical indicators, such as Parent Academic Involvement, Advanced Placement Course participation and Performance, On Track to Graduate early warning systems, student work samples, local assessments (SMI, F&P) and Drop-out Rates to name a few.

## Accountability Alignment

The SPF indicators will include all indicators contain in the School Quality Improvement Index established within the District’s Federal NCLB Waiver. The SPF indicators, along with several additional indicators tracked and reported, will contain all of the State Priorities outlined in the Local Control Accountability Plan (LCAP). This will ensure the greatest alignment of Local, State, and Federal indicators, while maintaining focus and priorities.

## Tiering Purpose

### Differentiated Supports to achieve Equitable Outcomes

In order to provide **Differentiated Supports** to achieve **Equitable Outcomes** the School Performance Framework will Tier schools across a range of areas. This Tiering will account for individual students groups, specific performance indicators, domains of indicators (academic / culture/climate) and the school’s overall growth and status. Growth will be weighted at least as much as performance. The **focus** of Tiering will be to support continuous school improvement.

Student Groups		Indicators		Domains		Over-All		Tier
Status	Growth	Status	Growth	Status	Growth	Status	Growth	
Red	Blue	Orange	Green	Orange	Green	Yellow	Green	Yellow
Orange	Yellow	Yellow	Yellow	Orange	Green	Yellow	Green	Yellow
Green	Orange	Yellow	Yellow	Orange	Green	Yellow	Green	Yellow
Blue	Red	Green	Orange	Green	Yellow	Yellow	Green	Yellow
Orange	Green	Orange	Blue	Green	Yellow	Yellow	Green	Yellow
Yellow	Blue	Orange	Blue	Green	Yellow	Yellow	Green	Yellow

## What Tiering IS...

Tiering will provide guidance to school governance and instructional leadership teams regarding performance goals and targets. Tiering will inform areas of growth, stability, and decline in order to focus improvement efforts. Tiering will be integrated with qualitative assessments of school quality, including Instructional Rounds, Extended Site Visits and School Quality Reviews.

Tiering will assist in guiding the central office in providing consistent and predictable **supports, incentives, accelerations, interventions and flexibilities** to schools. Alternatively, supports provided by the central office become ad hoc and driven by anecdotal and relational factors vs. directly **aligning resources to student performance and school need**. Tiering will also assist in driving central office continuous improvement through regular cycles of inquiry using school performance, in part, as a measure of central services.

Tiering will inform **Strategic Regional Analysis** that helps provide a picture of school performance across the city, thus informing strategies to expand quality seats, and decision-making necessary to ensure quality school programs in every neighborhood.



## What Tiering IS NOT...

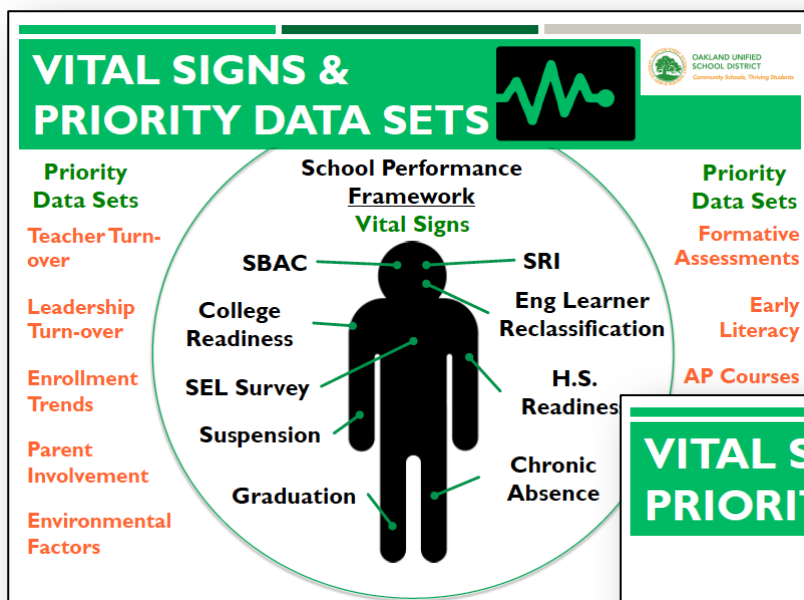
Tiering will not be designed to simply rate or judge schools. Tiering will not use a single indicator, such as state test scores, as the sole measure of school quality. Tiering will not hold every single indicator that is important to school performance and school quality, but instead focus on a **priority set of indicators**, drawing primarily from the **District Balanced Scorecard**. Tiering will not be static, but will evolve over time as we learn more about the influence of different indicators on quality improvement and as priorities evolve.

Tiered supports, incentives, accelerations, flexibilities, and interventions will **NOT** include individual staff merit pay for student performance. Flexibilities provided to schools will be within the scope of what is allowable under the law and current bargaining agreements, recognizing that ongoing dialog regarding the needs of schools will ensure maximum flexibilities possible when they are likely to be in the best interest of students.

## School Performance Framework Indicators v 1.0

The following indicators below will be used for the 2015-16 Dry-Run reflecting 2014-15 performance, and 2016-17 Year One Implementation, reflecting 2015-16 performance.

**Note:** K-8 and 6-12 schools will receive two School Performance Framework reports; one for **each** grade span served below.



**VITAL SIGNS & PRIORITY DATA SETS**

The **School Performance Framework** will isolate a set of vital sign indicators to show **status** (how are we doing today) and **growth** (how are we doing relative to last year)

The District will continue to report on and track a broader set of related school performance indicators and school-based conditions to drive continuous improvement.



**Elementary School K-5**

DOMAINS	DRAFT VERSION 1.0 SPF INDICATORS	STATUS	GROWTH		GROUPS
Academic	SBAC (ELA/Math: state assessment) (Grades 3-5)	X	X		All
	SRI (literacy assessment) (Grades 2-5)	X	X		English Learner
Climate, Social Emotional Learning	Suspension	X	X		Special Education
	Chronic Absence	X	X		
	Climate Survey (parents, staff, students)	X	X		Low Income
	Socio-Emotional Learning Survey (students)	X	X		Lowest Performing Race/Ethnic
	EL Reclassification (All – K-5)	X	X		

**Middle School 6-8**

DOMAINS	DRAFT VERSION 1.0 SPF INDICATORS	STATUS	GROWTH		GROUPS
Academic	SBAC (ELA/Math: state assessment) (Grades 6-8)	X	X		All
	SRI (literacy assessment) (Grades 6-8)	X	X		English Learner
	H.S. Readiness (8 <sup>th</sup> Grade)	X	X		
Climate, Social Emotional Learning	Suspension	X	X		Special Education
	Chronic Absence	X	X		
	Climate Survey (parents, staff, students)	X	X		Low Income
	Socio-Emotional Learning Survey (students)	X	X		Lowest Performing Race/Ethnic
	EL Reclassification (LTEL – 6-12)	X	X		

**High School 9-12**

DOMAINS	DRAFT VERSION 1.0 SPF INDICATORS	STATUS	GROWTH		GROUPS
Academic	SBAC (ELA/Math: state assessment) (Grade 11)	X	X		All
	SRI (literacy assessment) (Grades 9-12)	X	X		English Learner
	Graduation (4 yr Cohort)	X	X		
	A-G 12 <sup>th</sup> Grade Completion	X	X		Special Education
	Pathway Participation	X	X		
Climate, Social Emotional Learning	Suspension	X	X		Low Income
	Chronic Absence	X	X		
	Climate Survey (parents, staff, students)	X	X		Lowest Performing Race/Ethnic
	Socio-Emotional Learning Survey (students)	X	X		
	EL Reclassification (LTEL – 6-12)	X	X		

## Status and Growth

Each indicator on the School Performance Framework is measured by both status and growth. In both the academic domain and the culture/climate & social-emotional domain, two dimensions matter: **Status** and **Growth**.

**Status** measures performance at a point in time. This method of measurement is used to indicate whether the performance of a school's students meets an objective target for performance. It could measure whether most students meet or exceed a level of proficiency, for example, on state assessments. It could also indicate if the percent of attendance rates for individual students meets or exceeds a target informed by research on student attendance and its relationship to student achievement. This is used to understand the extent to which students are on track toward acquiring the academic skills to be prepared for college and career.

The advantage of measuring status is that you can understand the average performance of a school's students. The disadvantage of status measures is that they do not account for students' prior achievement levels.

**Growth** measures a change over time. This method of measurement is used to indicate how much a school's students learned over a period of time, which is typically one year. It measures the school's current performance against prior performance, and in the case of state assessments, compares student growth to that of students with similar performance histories. This is used to create a more complete picture of how schools are supporting student learning.

Growth measures allow us to examine questions like,

- Are students in a particular school growing faster than similar students across the district?
- Are particular subgroups of students or grade levels in a school growing faster or slower relative to similar students?

The advantage of measuring growth is that you can understand the relative change of a school's students in comparison to similar students. The disadvantage of growth is that it does not indicate whether students are on track to meeting objective targets, like high school graduation.

### Example of Status v. Growth:



**Why do we use both?** Knowing both where you are (status) and how much you’ve changed (growth) can inform decisions about school oversight and give ideas about how to differentiate support. A high-status school that’s low growing can be a stagnant place to be a student, and may need some assistance in increasing instructional rigor. A low-status but high-growth school could be one of the best schools for a student to attend, and could be a place from which to learn best practices.

**NOTE:** Schools with a level “5” performance for status, meaning they have attained the highest rates of performance, automatically receive full credit (level “5”) for growth within the School Performance Framework.

## Tiered Supports

The primary purpose of implementing a School Performance Framework is to guide schools in their continuous Improvement Efforts and to guide the District central office in systematically providing support, incentives, flexibilities, accelerations and interventions.

Over the course of the 2014-15 and the 2015-16 school years a menu of supports is being developed with feedback from site-based and central office stakeholders, to maximize the capacity of schools to continuously improve.

### Examples

**Support:** Identified schools receive the investment of a Common Core Coach funded, in part, centrally.

**Flexibility:** Identified schools opt out of participating in specific centrally sponsored training, except in cases where the identified school is leading the training to model effective practices.

**Incentive:** Identified schools receive funds to pay staff stipends in the summer to engage in professional learning of the school’s choosing

**Acceleration:** Identified school is provided math tutoring program for off-track students funded, in part, centrally

**Intervention:** Identified schools receive Restorative Justice Coordinator funded, in part, centrally.

Through the use of a School Performance Framework, schools may begin to predict how the central office may support school’s continuous improvement efforts. Additionally, the central office can more transparently and objectively determine the best use of resources based on student and school performance.

## School Performance Framework 2014-15 Dry-Run - Elementary School Sample

Select a school:

SPF

3.89

SPF "Translated"

4.61

						SPF Translator			
Color	True SPF	Translated SPF							
Red	1-1.8	1-1.99							
Orange	1.801-2.6	2-2.99							
Yellow	2.601-3.4	3-3.99							
Green	3.401-4.2	4-4.99							
Blue	4.201-5	5-5.99							

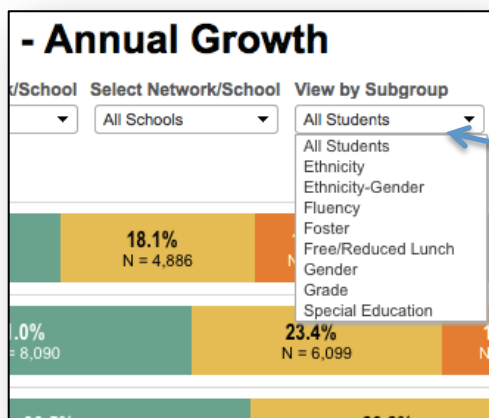
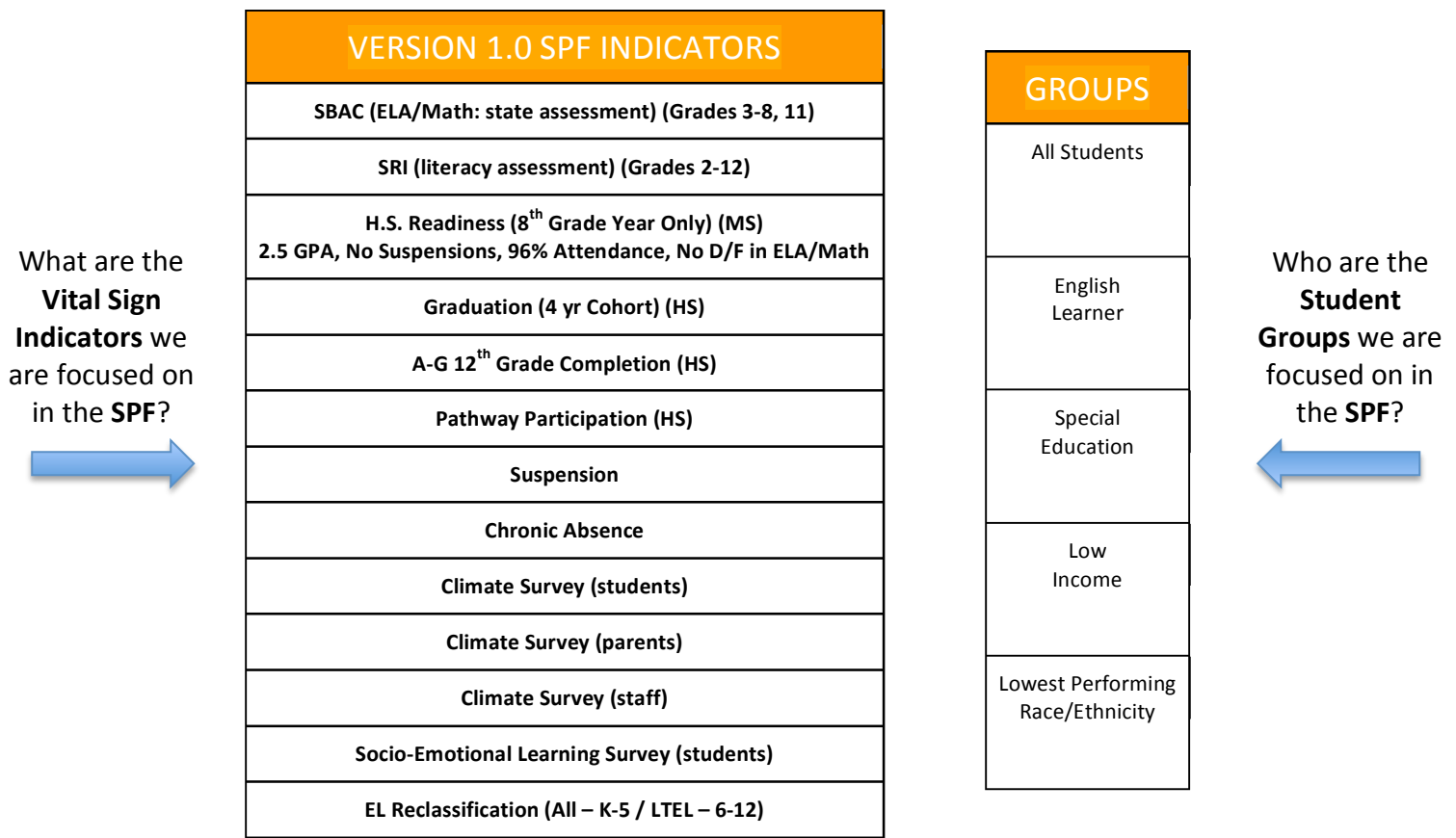
Domain	Weight	Indicator	Weight	Status/Growth	Weight	Groups	Weight	Value	Tier	Points
Academic	60%	SBAC	0%	Status	0%	All	0.0%			
						EL	0.0%			
						Low Income	0.0%			
				Growth	0%	Race/Ethnicity	0.0%			
						Special Ed	0.0%			
						All	0.0%			
		SRI	30%	Status	15%	EL	0.0%			
						Low Income	0.0%			
						Race/Ethnicity	0.0%			
				Growth	15%	Special Ed	0.0%			
						All	6.0%	45.3%	3	0.1800
						EL	2.3%	8.1%	1	0.0225
				Status	15%	Low Income	2.3%	45.2%	3	0.0675
						Race/Ethnicity	2.3%	44.6%	3	0.0675
						Special Ed	2.3%	4.8%	1	0.0225
				Growth	15%	All	6.0%	61.7%	5	0.3000
						EL	2.3%	44.1%	5	0.1125
		HS Readiness	30%	Status	15%	Low Income	2.3%	61.8%	5	0.1125
						Race/Ethnicity	2.3%	61.7%	5	0.1125
						Special Ed	2.3%	44.3%	5	0.1125
				Growth	15%	All	6.0%	46.8%	3	0.1800
						EL	3.0%	26.7%	2	0.0600
						Low Income	3.0%	46.7%	3	0.0900
				Status	15%	Race/Ethnicity	3.0%	44.9%	3	0.0900
						Special Ed	N/A			
				Growth	15%	All	6.0%	61.7%	5	0.3000
						EL	2.3%	44.1%	5	0.1125
						Low Income	2.3%	61.8%	5	0.1125
						Race/Ethnicity	2.3%	61.7%	5	0.1125
						Special Ed	2.3%	44.3%	5	0.1125
Culture/Climate & Social Emotional	40%	Chronic Absence	13%	Status	6.7%	All	2.7%	12.3%	2	0.0533
						EL	1.0%	8.6%	3	0.0300
						Low Income	1.0%	12.3%	2	0.0200
				Growth	6.7%	Race/Ethnicity	1.0%	25.9%	1	0.0100
						Special Ed	1.0%	15.9%	1	0.0100
						All	2.7%	-20.0%	5	0.1333
		Growth	6.7%	EL	1.0%	-46.4%	5	0.0500		
				Low Income	1.0%	-20.4%	5	0.0500		
				Race/Ethnicity	1.0%	-20.5%	5	0.0500		
		Status	6.7%	Special Ed	1.0%	-46.4%	5	0.0500		
				All	0.3%	5.2%	4	0.0107		
				EL	1.6%	4.6%	4	0.0640		
		Growth	6.7%	Low Income	1.6%	5.3%	4	0.0640		
				Race/Ethnicity	1.6%	14.0%	2	0.0320		
				Special Ed	1.6%	5.9%	4	0.0640		
		LTEL Reclassification	13%	Status	6.7%	All	0.3%	-8.6%	5	0.0133
						EL	1.6%	-20.5%	5	0.0800
						Low Income	1.6%	3.8%	4	0.0640
				Growth	6.7%	Race/Ethnicity	1.6%	-0.2%	5	0.0800
						Special Ed	1.6%	-23.5%	5	0.0800
						All	6.7%	20.9%	4	0.2667
				Status	0%	All	6.7%	392.4%	5	0.3333
						Race/Ethnicity	0.0%			
						Low Income	0.0%			
				Growth	0%	Race/Ethnicity	0.0%			
						All	0.0%			
		Race/Ethnicity	0.0%							
		Status	0%	All	0.0%					
				Race/Ethnicity	0.0%					
				Low Income	0.0%					
Growth	0%	All	0.0%							
		Race/Ethnicity	0.0%							
		Low Income	0.0%							

**Note - 2016-17 Implementation Year One of the School Performance Framework will include:** SBAC (Smarter Balanced Assessment Consortium) English Language Arts / Math Status & Growth, Student Socio-Emotional Survey Status & Growth, as well as updated performance reflecting the 2015-16 school year.

## School Performance Framework – Continuous Improvement Guide Integration

While the annual **School Performance Framework** report represents a “Snapshot” of the prior two-year’s performance showing a schools **status** and **growth** across all “Vital Sign” indicators, it is important to focus continuous improvement efforts on the most current data available in order to monitor their progress on achieving their goals.

Therefore, the following guidance provides an overview of how schools can use the Leadership Data Dashboards at [ousddata.org](https://ousddata.org) to support their data-driven Cycles of Inquiry.



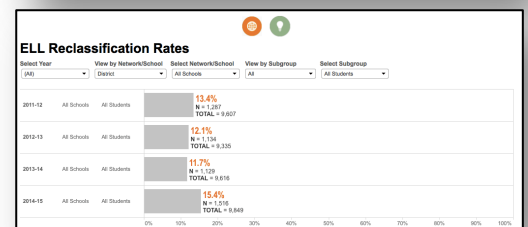
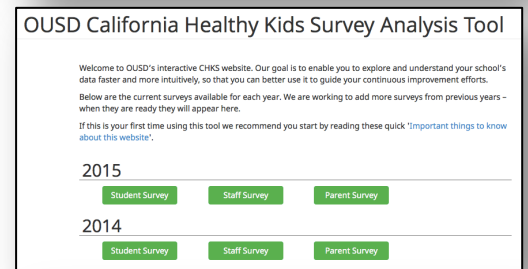
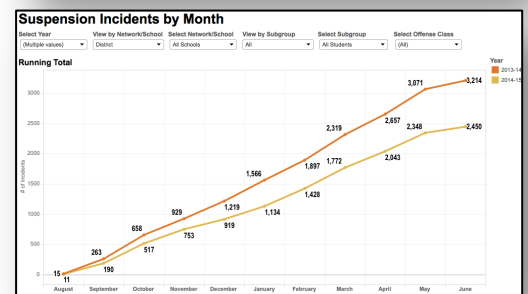
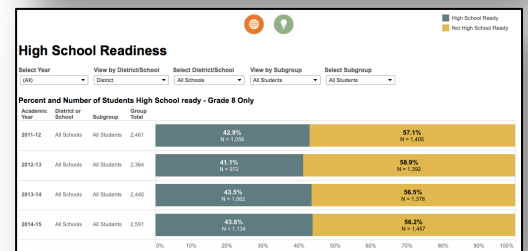
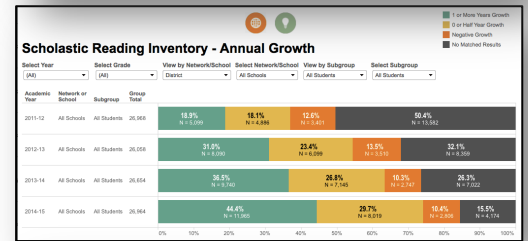
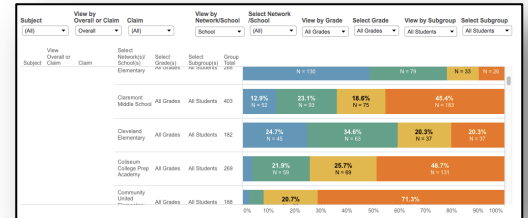
Each Dashboard allows you to select **specific groups** of students. Schools should be focusing goal setting for all students prioritized through the School Performance Framework and monitoring their progress.



**OUSDDATA.ORG** Dashboards provide your school with the regularly updated information on performance based on each School Performance Framework Indicator.

Examples provided to the right.

VERSION 1.0 SPF INDICATORS
SBAC (state assessment) (Grades 3-8, 11)
SRI (literacy assessment) (Grades 2-12)
H.S. Readiness (8 <sup>th</sup> Grade Year Only) (MS) 2.5 GPA, No Suspensions, 96% Attendance, No D/F
Graduation (4 yr Cohort) (HS)
A-G 12 <sup>th</sup> Grade Completion (HS)
Pathway Participation (HS)
Suspension
Chronic Absence
Climate Survey (students)
Climate Survey (parents)
Climate Survey (staff)
Socio-Emotional Learning Survey (students)
ELL Reclassification (All – K-5 / LTEL – 6-12)



All Schools should be exploring their relevant data on a monthly basis as part of their Continuous Improvement Guide process. **Additionally**, all schools should be assigning specific data to designated teams within the school for regular progress monitoring and improvement planning, such as Chronic Absence to an attendance team, and Suspensions to a culture and climate team.

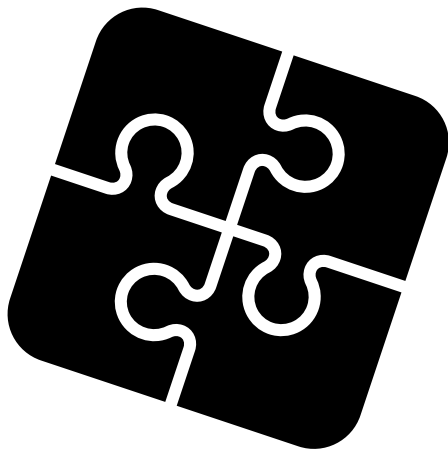
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## APPENDIX III

# Leadership Growth & Development System

Overview of Leadership Dimensions





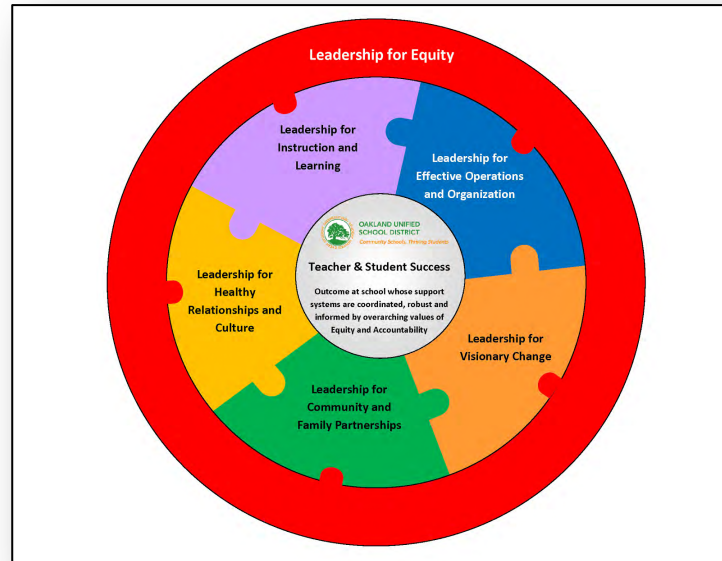
## **OUSD Dimensions of Principal Leadership**

**Elements of Leadership  
2015-16**

<b>6 Dimensions</b>	<b>22 Elements (★ = Focus Element)</b>
<b>Dimension I: Leadership for Equity (E)</b>	<ol style="list-style-type: none"> <li>1. Equity Framework</li> <li>2. Equity Goals</li> </ol>
<b>Dimension II: Leadership for Visionary Change (VC)</b>	<ol style="list-style-type: none"> <li>1. Shared Vision</li> <li>2. Vision Actualization</li> </ol>
<b>Dimension III: Leadership for Healthy Relationships and Culture (RC)</b>	<ol style="list-style-type: none"> <li>1. Emotional Intelligence</li> <li>2. Resilience</li> <li>3. Relational Trust and Professional Culture ★</li> <li>4. Politics and Conflict</li> <li>5. Conditions for Student Learning ★</li> </ol>
<b>Dimension IV: Leadership for Community and Family Partnerships (FCP)</b>	<ol style="list-style-type: none"> <li>1. Family Partnership</li> <li>2. Community Partnership (<i>Community, District, and Business</i>)</li> <li>3. School Governance</li> </ol>
<b>Dimension V: Leadership for Effective Operations and Organization (EOO)</b>	<ol style="list-style-type: none"> <li>1. Organizational Systems ★</li> <li>2. Policy</li> <li>3. Equitable Resource Allocation</li> <li>4. Distributed Leadership and Effective Teams</li> <li>5. Talent Management</li> </ol>
<b>Dimension VI: Leadership for Instruction and Learning (IL)</b>	<ol style="list-style-type: none"> <li>1. Holistic Curriculum</li> <li>2. Pedagogy ★</li> <li>3. Data Driven Instruction ★</li> <li>4. Instructional Core: Observation, Evidence and Feedback ★</li> <li>5. Conditions for Adult Learning</li> </ol>



## OUSD Principal Professional Learning and Evaluation Framework: LGDS Focus Elements



Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
<b>1. Relational Trust and Professional Culture ★</b>		
<p><b>RC 3.1 Relational Trust and Professional Culture Development</b></p> <p>Principal uses words and demeanor that are characterized by respectful exchanges, personal regard (ie. openness to others, willingness to reach out to parents, teachers, and students), role competence (ie. skill in instructional leadership and school management), and personal Integrity (demonstrated commitment to student, family, and teacher welfare and follow-through on one's word).</p>	<p><b>RC 3.2 Staff Relational Trust and Professional Culture</b></p> <p>Principal collaboratively develops systems and builds the capacity of others to create and maintain relational trust between and among staff, fostering a healthy professional culture where members work in service of the school vision.</p>	<p><b>RC 3.3 Mutual Accountability for Relational Trust and Professional Culture</b></p> <p>Principal and staff monitor for and maintain high levels of relational trust and ensure mutual accountability for sustaining a healthy professional culture in service of the school vision.</p>
<b>2. Conditions for Student Learning ★</b>		
<p><b>RC 5.1 Conditions for Student Learning</b></p> <p>Principal supports teachers and staff in developing a classroom and school environment that fosters strong relationships among students and between adults and students- to ensure safety and promote a sense of belonging for all students in service of the school's vision for learning. (SQR 1.2) * (Note Discipline systems are also in Effective Operations and Organizations).</p>	<p><b>RC 5.2 Collaboration for Student Learning Conditions</b></p> <p>Principal collaborates with and builds capacity of individuals and teams to implement school systems that ensure a healthy and safe classroom and school environment, strong relationships among students, -and between adults and students, and foster a sense of belonging for all students in service of the school's vision for learning.</p>	<p><b>RC 5.3 Collective Responsibility for Conditions for Student Learning</b></p> <p>Principal and all constituents maintain, monitors, and regularly revise school systems that ensure a healthy and safe classroom and school environment, strong relationships among students and between adults and students, and foster a sense of belonging for all students in service of the school's vision for learning.</p>



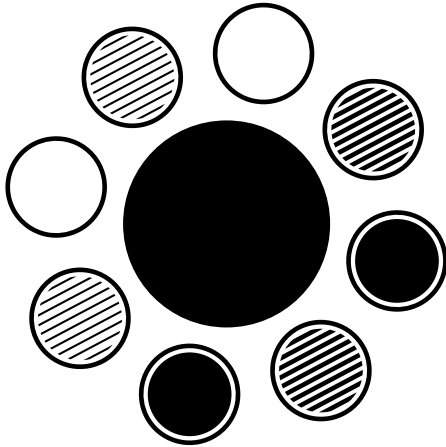
<b>3. Organizational Systems ★</b>		
<p><b>EOO 1.1 Organizational Systems Management</b></p> <p>Principal diagnoses and aligns organizational systems, structures and resources, and develops management systems in support of the school's vision (SQ 5.10).</p>	<p><b>EOO 1.2 Capacity Building for Organizational Systems</b></p> <p>Principal collaborates with teams to refine and align systems and operations that foster productivity, collaboration, and a culturally responsive culture.</p>	<p><b>EOO 1.3 Collective Responsibility for Organizational Systems</b></p> <p>Principal has a collaborative system, involving all constituents, for evaluating the effectiveness of its organizational and operations systems strategies (SQ 3.9).</p>
<b>4. Pedagogy ★</b>		
<p><b>IL 2.1 Pedagogy: Expectations and Systems</b></p> <p>Principal models, guides, supports, and creates systems for the development of quality instruction across the school (SQ 5.6).</p>	<p><b>IL 2.2 Pedagogy: Collaboration and Alignment</b></p> <p>Principal builds the capacity of staff to develop and implement systems to align quality instructional practice across the school, connected with all aspects of the instructional program (SQ 5.6).</p>	<p><b>IL 2.3 Pedagogy: Coherence and Maintenance</b></p> <p>Principal and staff continually test, revise, and build coherent systems, aligned with all aspects of the instructional program and school vision, which result in quality instruction across the school.</p>
<b>5. Data Driven Instruction ★</b>		
<p><b>IL 3.1 Data Driven Instruction</b></p> <p>Principal guides and supports the development of quality instruction across the school by creating and implementing systems for teachers to use data and evidence effectively to focus on student progress and outcomes systems for the development of quality instruction across the school (SQ 3.1; 5.9; 5.6).</p>	<p><b>IL 3.2 Collaborative Capacity for Data Driven Systems</b></p> <p>Principal builds capacity of teacher teams to collaboratively use data and evidence to plan and improve instruction, and calibrate with each other on practices that are focused on student progress.</p>	<p><b>E 3.3 Sustaining Data Driven Inquiry Systems</b></p> <p>Principal ensures that the collective use of data and evidence is continuously and effectively used to drive instructional advancements that result in high student achievement.</p>
<b>6. Instructional Core: Observation, Evidence, and Feedback ★</b>		
<p><b>IL 4.1 Instructional Core: Using Observation, Evidence, and Feedback to Improve Instruction</b></p> <p>Principal focuses on the relationship between the teacher, the student, and the content, providing teachers with meaningful feedback and strengthening each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.</p>	<p><b>IL 4.2 Instructional Core: Collaborative practices of Observation, Evidence, and Feedback to Drive Instruction</b></p> <p>Principal builds capacity of teachers to focus on the relationship between their practice, each student, and the content, providing teachers with meaningful feedback using approaches that strengthens each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.</p>	<p><b>IL 4.3 Instructional Core: Sustaining Observation, Evidence, and Feedback</b></p> <p>Principal communicates positive belief in teachers, and continuously challenges each to focus on the relationship between their practice, each student, and the content, facilitating teachers' reflection and continuous growth, using meaningful feedback and approaches to advance classroom teaching and student learning.</p>



## APPENDIX IV

# Communities of Practice

Excerpts from Communities of Practice Guide



## Community of Practice Facilitators Guide *(Excerpts)*

In OUSD we recognize the inherent value of communities of practice as a continuous improvement strategy for all leaders and have made a commitment to supporting their formation and development. The purpose of the Community of Practice (CoP) structure is to prioritize monthly peer collaboration time, for the growth and development of leadership practice, to improve teaching and learning for improved student growth.

Communities of practice have been around for as long as human beings have learned together. We all belong to communities of practice in our personal lives and many of us have cultivated them in our professional lives. This year we are working to provide more coherence for these learning communities so that they are fully integrated into our district's continuous improvement process (COI, CIG, LGDS, etc.).

***“A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.”***  
*(Jean Lave, Etienne Weiner, 1991)*

The focus of our communities of practice will be to use them to support your Leadership Growth and Development System (LGDS) Goals through a cycle of inquiry with your peers. This focus ensures that they are a space for reflection on and refinement of what you are doing rather than an added task. Each month you will have time to examine and reflect on one of your Focus Elements in the context of the work that is happening at your school.

### What is a Community of Practice?

A Community of Practice is...	A Community of Practice is Not...
<ul style="list-style-type: none"> <li>• A research and evidence based process for continued improvement</li> <li>• A peer support group</li> <li>• Intended to support ongoing work at your site</li> <li>• Focused on your leadership development</li> <li>• A team activity</li> </ul>	<ul style="list-style-type: none"> <li>• Optional</li> <li>• A technical task list for compliance</li> <li>• A completely separate activity</li> <li>• Topical with changes every month</li> <li>• A solitary activity</li> </ul>





## Conditions for successful Communities of Practice

**The domain:** A community of practice has an identity defined by a shared domain of interest. Membership implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people.

**The community:** Members of a community of practice engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other and they care about each other's success. Having the same job or the same title does not make for a community of practice unless members interact and learn together.

**The practice:** Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice. This takes time and sustained interaction.



## Quality Schools and Communities of Practice

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 meet a school's ambitious goals. CoPs provide principals with the ongoing support to hold their vision and continue to improve their own leadership in a particular Leadership Growth and Development System (LGDS) Focus Element.

### LGDS Focus Elements

- Relational Trust and Professional Culture Development
- Conditions for Student Learning
- Organization Systems
- Pedagogy
- Data Driven Instruction
- Instructional Core: Observation, Evidence and Feedback

Communities of practice will take place both during Network meetings and between meetings at times that you schedule with your team. During network team meetings you will have opportunities to:

- Support each other to reflect on your leadership in one of your LGDS Focus Elements within the context of your work.
- Complete your own cycle of inquiry around a leadership goal and document your progress
- Engage with peers who are focused on the same dimension
- Share ideas and receive feedback

Outside of Network meetings you will meet with your community of practice for additional activities such as consultation, classroom observations or other activities that will be determined with your supervisors. Although there are a set of products that could signal that this is a compliance activity, we have chosen a process for continued professional growth and collaboration that is practitioner driven, therefore, participants will get out of the process what they put in.

We have developed a matrix of CoP activities for the year to assist in preparation. The matrix will be reviewed in January for any necessary adjustments.



## 2015-2016 Community of Practice (CoP) Matrix

Date/ Purpose	Suggested Content	CoP Products (Cycle of Inquiry Documentation)	Available Resources	Essential Questions
<b>September</b> (Overview/)	Overview of the CoP (purpose and process).  Team dynamics	<b>Product:</b> None	Professional Readings  Text-Based Protocols	<b>CIG:</b> How do you the use beginning of the year screening and diagnostics data to inform planning for student needs this year?  <b>CoP:</b> How can you leverage the CoP process to support you in meeting your LGDS goals?
<b>October</b> (Team Formation, Identify Professional Learning Goal)	Form Your Team  Share the Challenge you are having with your LGDS Focus Element and identify possible Root Causes  Develop an asset based theory of action for your leadership area of growth.	<b>Products:</b> Theory of Action  Calendar of CoP meetings outside of network meetings  (LGDS Oct/Nov Professional Growth and Strategic Action Plan due Oct 8)See: Appendix D	Team formation support documents.  Root Cause Analysis tool Tools to develop Theory of Action  Text-based protocols  Consultancy protocols	<b>CIG:</b> How does formative and interim assessment data so far inform your school culture and college readiness efforts and align with your big rocks (Focused Annual Plan)?  <b>CoP:</b> What are your strongest assets and how can you apply them to address your leadership areas of growth? How would you like your CoP to support you in this work?
<b>November</b> (Progress Monitoring)	Discuss your ongoing progress with your team.  Data Dive	<b>Product:</b> CoP self-reflection	Self-reflection tool  Data analysis protocol	<b>CIG:</b> How do your data inform you about the progress on your big rocks (Focused Annual Plan) and planning for second semester?  <b>CoP:</b> How does your leadership LGDS Goals impact student success?
<b>December</b> (Evaluate/ Adjust)	Reflect on progress on your Problem of Practice.  Revisit Theory of Action and Action Steps and identify possible adjustments	<b>Product:</b> CoP self-reflection	Micro-Lab Protocol  Professional Readings  Text-based protocols	<b>CIG:</b> How do your data inform you about the progress on your big rocks (Focused Annual Plan) and planning for second semester?  <b>CoP:</b> What evidence do you have of the impact of this work on your leadership and teacher growth?



<b>Reflection and Adjustment Period (activities below are tentative)</b>				
<b>January/ February</b> (Progress Monitoring)	Reflect on progress on your Problem of Practice.	<b>Product:</b> ( LGDS Mid year review and action steps for February due January 28)	LGDS Mid-Year Reflection questions (Begin to create draft to later add to Teachboost)	<b>CIG:</b> Where are your data showing improvements and are still indicating high need? How do these data affect your resource planning for next year?  <b>CoP:</b> What evidence do you have of the impact of your leadership on student success?
<b>March</b> (Progress Monitoring)	Get consultation from your peers around continued action steps for this year.  Data Dive	<b>Product:</b> CoP self-reflection	Consultancy Protocol  Data analysis protocol	<b>CIG:</b> How will you be intentional in April and May to continue to ensure that all students are supported?  <b>CoP:</b> Based on your data how are you planning for the Smarter Balanced Assessment this year? How does this relate to your leadership goal?
<b>April</b> (Progress Monitoring)	Reflect on progress on your Problem of Practice.	<b>Product:</b> CoP self-reflection	Consultancy Protocol  Professional Readings  Text-based protocols	<b>CIG:</b> How are you preparing for improvement planning for 2016-17 and summer programs?  <b>CoP:</b> What leadership challenges might you have when you look at necessary improvement planning?
<b>May /June</b> (Self-Evaluate)	Evaluate progress on your Problem of Practice	<b>Product:</b> CoP self-reflection (LGDS Summative Review due June 17)	Consultancy Protocol	<b>CIG:</b> What evidence demonstrates that you met or did not meet your priority goals (Focused Annual Plan)?  <b>CoP:</b> What evidence do you have that you met or did not meet your leadership goal?

## **Communities of Practice and the ESEA Waiver**

Communities of Practice are a collaboration strategy that we selected and built into our ESEA Waiver, School Quality Improvement System. Under the waiver Priority, Focus and AMO schools are required to engage in Communities of Practice with quarterly cycles of inquiry and continuous documentation and evidence. We have woven most of this work into our continuous improvement process, however **Priority, Focus and AMO Schools will have some additional requirements.**

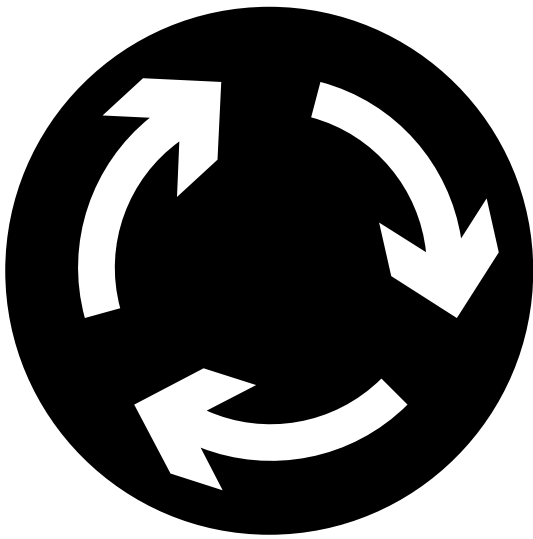
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## APPENDIX V

# Cycles of Inquiry

Guiding Questions for Cycles of Inquiry led by Teacher Teams, Instructional Leadership Team, and/or Principal Community of Practice





## Guiding Questions for Cycle of Inquiry Teams

The following questions are provided as guidance specific to those teacher teams, and other designated site-based teams who are conducting data-driven cycles of inquiry.

### ANALYZE: Problem of Practice

#### What is the performance problem/challenge we're trying to address?

1. What does the student performance data say are our performance strengths & challenges?
2. Which student group, does the data suggest, is most in need of a targeted intervention?
3. What other performance data do we have that would help us better understand this challenge?
4. What social-emotional learning (SEL) factors/influences might be contributing to this challenge?
  - What data do we have/can we collect on these SEL factors/influences?
5. What are the root causes of this challenge?
  - Any assumptions in our root cause analysis that we have never tested?
  - What does research tell us about the possible root causes of this challenge?

#### Based on the evidence and investigation, what is our Problem of Practice?

- Keep in mind that the Problem of Practice should be:
  - focused on the instructional core
  - be directly observable
  - be actionable
  - connect to a broader strategy of improvement (school, system, district)
  - be high-leverage in making a significant different for student learning.

(NOTE: Identifying your Problem of Practice is a continuous process, revisiting it even after testing implementation and studying the data)

#### What is your long-term student performance goal in addressing this problem?

Check Focused Annual Plan and/or SPSA for goals/targets for the year. Create new if necessary.

#### What is our short-term student performance goal for this specific cycle of inquiry?

Observable, actionable, and measurable within 4-6 weeks. Must align with long-term goal.

### PLAN

#### What is the SPECIFIC strategy/practice we are trying, in order to reach our short-term student performance goal for this cycle of inquiry?

Based on our Problem of Practice and root cause analysis, what strategy/practice will we implement?  
Pick a narrow and focused strategy/practice!





### **What do we need to do before/as we implement this strategy/practice?**

What trainings/shared professional learning need to be done for whom and when?  
Decide what data needs to be collected (BOTH implementation of strategy/practice and impact on students)  
Decide what tools we will use to collect data and who will create or gather them  
Decide who will collect data (how many times and when?)

### **How will we implement this strategy/practice?**

In which class/setting and for whom will the intervention be tried?

### **What data and how will we collect data to evaluate our predictions?**

How will we capture data to determine if intervention was implemented?  
How will we capture data to determine student behavior/outcome?  
How will we capture data to determine if there was impact on student's achievement?  
**What is the common assessment or measure we will use to understand the impact of this strategy/practice?**  
Who will collect the data?  
How often will the data be collected?  
What tools do we need to collect the needed data?

## **IMPLEMENT**

### **What happened? Describe observations, data findings, problems, and special circumstances.**

Observations we had during implementation?  
Did everything go as planned?  
Did I/we have to modify the plan?

## **EVALUATE**

### **How did we do in reaching our short-term student performance goal for this cycle of inquiry?**

What does the student performance data say about this impact of our strategy/practice? Did we reach our short-term goal?  
What evidence do we have of the fidelity of our implementation?  
Did we confirm our root cause analysis? Do we have the right strategy/practice?  
What did we learn from this cycle?



## ADJUST

**What modifications or refinements in our strategy/practice should we make for the next cycle?  
What will we do next?**

Options include:

- modifying the original intervention and re-test
- expanding the intervention to more classes
- trying a new intervention

**What modifications in our short-term student performance goal should we make for this next cycle of inquiry?**

Observable, actionable, and measurable within 4-6 weeks. Must still align with our long-term goal.

**What do we need to do before/as we implement this adjusted strategy/practice?**

What trainings/shared professional learning need to be done for whom and when?

Decide what data needs to be collected (BOTH implementation of strategy/practice and impact on students).

Decide what tools we will use to collect data and who will create or gather them

Decide who will collect data (how many times and when?)

**How will we implement this adjusted strategy/practice?**

In which class/setting and for whom will the intervention be tried?

**What data and how will we collect data to evaluate our predictions?**

How will we capture data to determine if intervention was implemented?

How will we capture data to determine student behavior/outcome?

How will we capture data to determine if there was impact on student's achievement?

**What is the common assessment or measure we will use to understand the impact of this strategy/practice?**

Who will collect the data?

How often will the data be collect?

What tools do we need to collect the needed data?

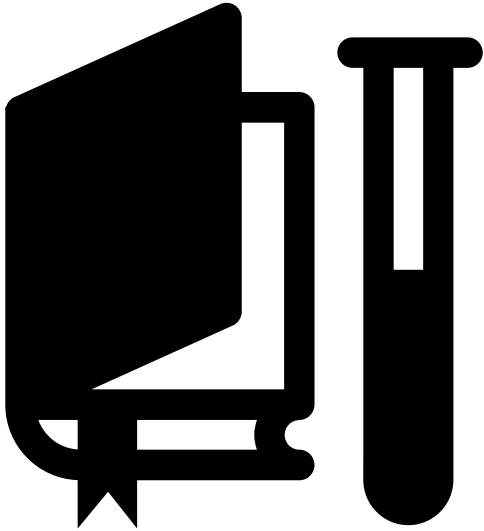
**(Back to) IMPLEMENT**



## APPENDIX VI

# Academic Guidance Document Overview

At-a-Glance Overview of key components of the Academic Guidance Document





## Academic Guidance Document At-A-Glance

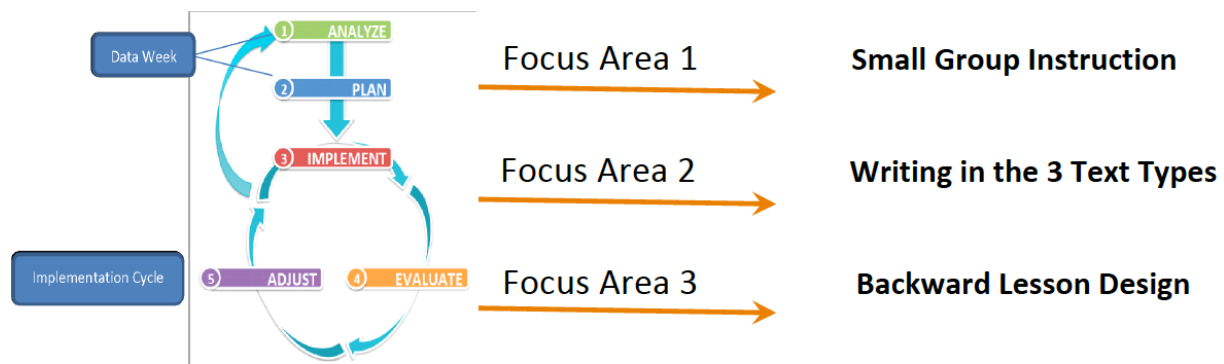
**Mission:** Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

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

### Equity for All: Rigorous Instruction and Social Emotional Learning for Every Student

#### Focus of Instruction 2015-16 School Year for TK-12 Cycles of Inquiry

The 4 Ts (Task, Text, Talk, Time) guide the implementation of the following focus areas.



### Connections to the Oakland Effective Teaching Framework

Priority Indicators: 2A Positive Culture, 3B.1 Rigorous Tasks, 3C.3 Student Collaboration

### Targeted Student Populations

English Language Learners    African American Males & Females  
Students with Special Needs    Foster Youth

### Measuring Our Success: Student Outcomes

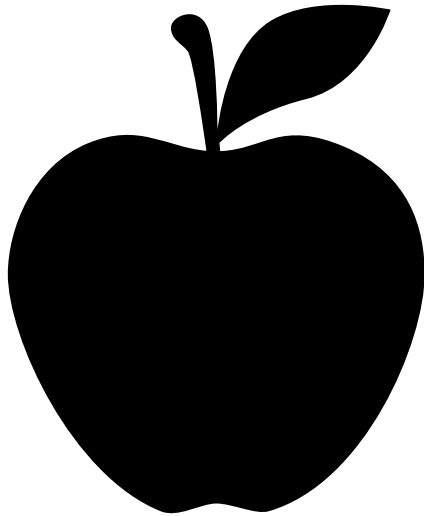
Graduates are college, career and community ready  
Students are proficient in state academic standards  
Students are reading at or above grade level  
English Learners are reaching English fluency  
Students are engaged in school every day  
Parents and families are engaged in school activities



## APPENDIX VII

# Oakland Effective Teaching Framework

Overview of the Oakland Effective teaching Framework that guides the District's Teacher Growth and Development System





## OAKLAND EFFECTIVE TEACHING FRAMEWORK (OETF) 2015-2016

Domain 1: Plan and Prepare Rigorous Standards Aligned Lessons*	
1A Plans a Clear Purpose for Learning	1A.1 Establishes standards-aligned <b>content-language objectives</b> and <b>criteria for mastery</b>
	1A.2 Plans student <b>assessment <i>aligned</i></b> to <b>content-language objectives</b>
1B Plans Meaningful and Equitable Instruction	1B.1 Plans <b>meaningful tasks</b> that require <b>student ownership</b>
	1B.2 Plans for <b>student communication</b> and <b>collaboration</b>
	1B.3 Plans support for <b>equitable engagement</b> and <b>access</b> for ALL for students
Domain 2: Build a Supportive and Challenging Learning Environment	
2A Promotes an Environment of Respect and Rapport	2A Builds a <b>positive</b> and <b>respectful</b> classroom <b>community</b> where <b>ALL students</b> are <b>valued</b>
2B Establishes a Culture for Learning	2B Builds a <b>growth mindset</b> -focused <b>learning environment</b>
2C Establishes Behavioral Expectations and Routines	2C Builds and maintains <b>classroom routines</b> that <b>maximize learning time</b>
Domain 3: Teach to Ensure Ownership and Mastery for ALL Students	
3A Establishes a Clear Purpose for Learning	3A Clearly <b>communicates</b> the <b>content language objective</b> and <b>criteria for mastery</b>
3B Engages Students in Meaningful Tasks	3B.1 Engages students in <b>meaningful tasks</b> that require <b>student ownership</b>
	3B.2 Uses <b>instructional strategies</b> to support <b>equitable engagement</b> and <b>access</b> for ALL students
3C Fosters Communication and Collaboration Skills	3C.1 Models and ensures use of <b>academic language</b>
	3C.2 Uses <b>questioning strategies</b> that require the use of <b>evidence</b> and <b>elaboration</b>
	3C.3 Develops student <b>collaboration</b> and <b>communication</b>
3D Assesses Student Learning	3D Monitors and supports student <b>progress</b> towards <b>mastery of content-language objective</b>
Domain 4: Reflect and Revise to Improve Student Outcomes	
4A Reflects and Revises to Improve Student Outcomes	4A Reflects on <b>student outcomes</b> to <b>assess effectiveness</b> and <b>determine next steps</b>

\*\* District Standards include [Common Core State Standards](#), [Next Generation Science Standards](#), [English Language Development Standards](#), and [Social Emotional Learning Standards \(SEL\)](#)



## APPENDIX VIII

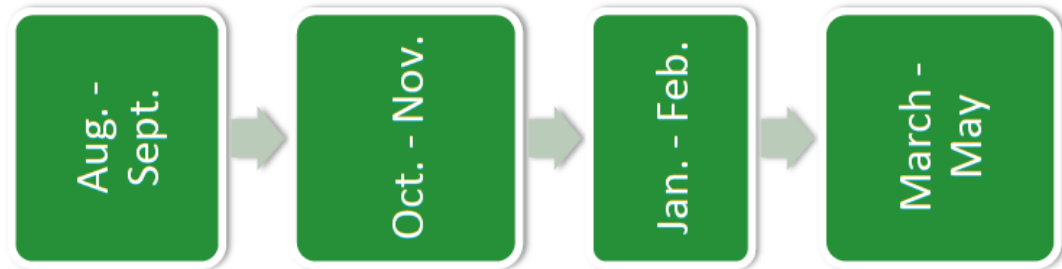
# English Language Learner Reclassification

## Annual Progressing Monitoring for English Language Learners and Reclassified as English Language Proficient

Overview of the Oakland Unified School District process for the data-driven reclassification of students designated as English Language Learners (ELL).



## Annual Progressing Monitoring for English Language Learners and Reclassified as English Language Proficient



ELL Policies	Data Resources and Tools	ELL Monitoring Best Practices
	<ul style="list-style-type: none"> <li>• ELLs Eligible for Reclassification Spreadsheets</li> <li>• Roster of ELLs that are required to be CELDT tested</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight the importance of CELDT to students and families</li> <li>• Engage with students and families on Reclassification criteria.</li> <li>• Ensure all ELLs are SRI tested.</li> <li>• Complete Fall Reclassification.</li> </ul>
<b>Fall</b>		
<b>Reclassification</b>	<ul style="list-style-type: none"> <li>• ELLs Not Eligible for Reclassification Spreadsheets</li> <li>• ELL Snapshots</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze <i>ELLs Not Eligible for Reclassification Spreadsheet</i> to identify focal strategies to support and accelerate outcomes for your ELLs in the Fall.</li> </ul>
<b>Annual CELDT Assessment</b>	<ul style="list-style-type: none"> <li>• Fluency Dashboard and Roster</li> <li>• Comprehensive Student Data Roster</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze <i>Fluency Dashboards and Rosters</i> to monitor 2-year RFEF progress. Identify intervention strategies for RFEFs students as needed.</li> <li>• Use the <i>ELL Snapshot</i> in Parent-Teacher conferences to set goals with families and students.</li> </ul>
	<ul style="list-style-type: none"> <li>• Annual CELDT Assessment data released</li> <li>• ELLs Eligible for Reclassification Spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Use Annual CELDT Assessment data to ensure all ELLs potentially eligible for Reclassification take the SRI in the mid-year window.</li> <li>• Complete Spring Reclassification.</li> </ul>
<b>Spring</b>		
<b>Reclassification</b>	<ul style="list-style-type: none"> <li>• ELLs Not Eligible for Reclassification Spreadsheets</li> <li>• ELL Snapshots</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze <i>ELLs Not Eligible for Reclassification Spreadsheet</i> to identify focal strategies to support and accelerate outcomes for your ELLs in the Spring.</li> </ul>
<b>Parent Notification Letters</b>	<ul style="list-style-type: none"> <li>• Fluency Dashboard and Roster</li> <li>• Comprehensive Student Data Roster</li> <li>• Parent Notification Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Use the <i>ELL Snapshot</i> in Parent-Teacher conferences to reflect on progress and set new goals with families and students.</li> <li>• Ensure <i>Parent Notification Letters</i> are distributed to all ELL parents.</li> </ul>