



2

Pillars & Indicators of Success

How do we Measure Progress?

What are the Priorities Driving School Design?



- Outcome Indicators
- Equitable Outcomes
- Program Component Pillars
- Lessons Learned



OUTCOME INDICATORS - Priority Drivers of School Design Cohort

The School Design Cohort work begins with the end in mind. Using a rigorous backwards design planning approach, the School Design process will emphasize key goals and outcomes for each school at the outset of the planning process. These indicators will be 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."

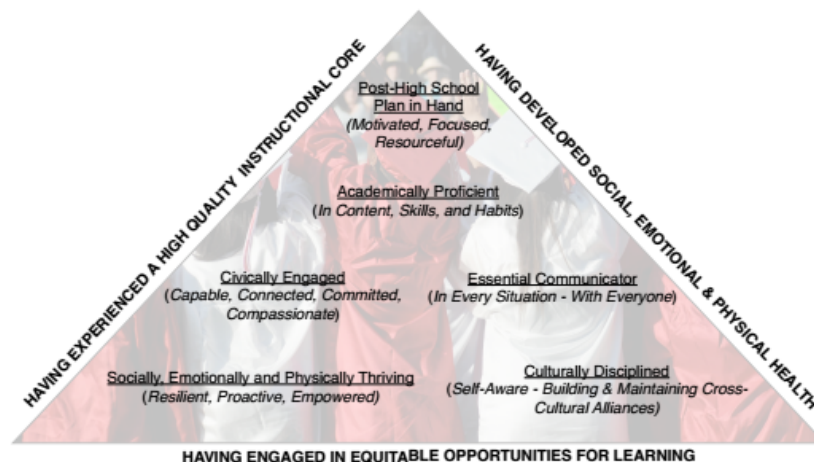
- Steven Covey

Emphasis will be placed on:

- Pathways to Excellence Goals and Targets
- School Performance Framework Indicators
- Balanced Scorecard Goals

OUR NORTH STAR

Oakland Unified School District Graduate Profile



"Our graduates are college, career, and community ready!"



OFFICE OF CONTINUOUS SCHOOL IMPROVEMENT

Importance of Indicatorsⁱⁱⁱ

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.

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.

KEY QUESTION: "How do you use goals and outcomes to guide your work?"



SCHOOL PERFORMANCE FRAMEWORK

All Intensive Support 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. Thus **regardless** of where students begin, school improvement will be substantially measured by their **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.

Schools

- Schools are not poor because the students in them may come from low-income households. Schools are poor because they have poor policies, poor practices, and inadequate investments.

PERFORMANCE & GROWTH

DOMAINS	VERSION 1.0 SPF INDICATORS	GROUPS	STATUS	GROWTH
Academic	SBAC (state test) (Grades 3-8, 11)	All		
	SRI (literacy assessment) (Grades 2-12)			
	HS Readiness (8 th Grade GPA, Susp, Attend, No D/F)	English Learner		
	Graduation (4 yr Cohort)	Special Education		
	A-G Completion Rate			
	Pathway Participation			
Climate, Social Emotional Learning	Suspension	Low Income		
	Chronic Absence			
	Climate Survey (parents, staff, students)	Lowest Race/Ethnic		
	Socio-Emotional Learning Survey (students)			
	EL Reclassification (All – K-5 / LTEL – 6-12)			

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 will include Parent Academic Involvement, AP Course participation and Performance, CAHSEE, 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

Differentiated Supports to achieve Equitable Outcomes

In order to provide **Differentiated Supports** to achieve **Equitable Outcomes** the School Performance Framework will Tier schools. This Tiering will account for individual students groups, Indicators, domains and overall growth and performance. Growth will be weighted at least as much as performance. The **focus** of Tiering will be to support continuous school improvement.

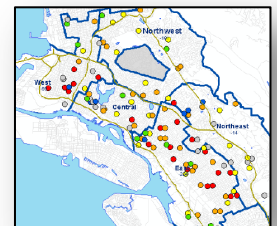
Student Groups		Indicators		Domains		Over-All		Tier
Status	Growth	Status	Growth	Status	Growth	Status	Growth	
Red	Blue	Orange	Green	Orange	Green	Yellow	Green	Yellow
Orange	Green	Orange	Green	Orange	Green	Yellow	Green	Yellow
Yellow	Yellow	Yellow	Yellow	Orange	Green	Yellow	Green	Yellow
Green	Orange	Yellow	Yellow	Orange	Green	Yellow	Green	Yellow
Blue	Red	Green	Orange	Green	Yellow	Yellow	Green	Yellow
Red	Yellow	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 are ad hoc and driven by anecdotal and relational factors vs. directly **aligning resources to student performance and school need**.

Tiering will inform **Strategic Regional Analysis** that helps provide a picture of school quality 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.



SCHOOL QUALITY REVIEW PROCESS

The school quality review process is designed to approach the question of school quality based on evaluating the extent to which schools live up to our School Quality Standards. In order to measure this, we must take into account multiple perspectives, and to evaluate both the inputs (schooling process) and outputs (results).

The purpose of including a **school self-reflection** is to allow the school to speak for itself and to describe what it feels is working and not working in relation to the School Quality Standards. A school self study also provides a reflective opportunity for the school to consider its practices to date and to engage in a process of developing a common picture of the school among stakeholders.

The purpose of using **data and results** is to evaluate the extent to which the outcomes of the school are meeting standards set to ensure all students are thriving. Data can include student work samples, presentations, assessment results, survey results, and a variety of other sources of information that help to describe student performance.

The purpose of the **site visit** is to provide a clearer picture of the way in which the school is supporting student learning, supporting adults learning, and supporting the conditions necessary to fulfill the goals of creating Full Service Community Schools.

As part of a key method of ensuring central office interdependence in ISS schools success, ISS schools will undergo Extended Site Visits on a monthly basis during Year One and Year Two, leading to Bi-monthly Extended Site Visits beginning Year three. **These visits will provide ongoing formative feedback for the school team on the implementation quality, while also informing the Central Office support team of the specific support needed by the school.**

A School Quality Review will occur during year three to determine over-all program development progress and areas in which further District support is needed.



EQUITABLE OUTCOMES

Educational Equity: A Definition^{iv}

Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential.

Working towards equity in schools involves:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.

Mind-Set and Equitable Education^v

"Much talk about equity in education is about bricks and mortar—about having equal facilities and equal resources. Those factors, although extremely important, are relatively easy to quantify. What may be harder to capture are the beliefs that administrators, teachers, and students hold—beliefs that can have a striking impact on students' achievement."

For Each and Every Child - A Strategy for Education Equity and Excellence^{vi}

"As a nation, we eloquently say we are committed to academic excellence, but, without more, we have an insufficient response to challenges at home and globally. Our efforts in recent decades have led to some important progress. But it has not been enough. What steps must we take to finally muster the collective will to ensure that every child in America is prepared to participate fully in our civic and economic life?"

SCHOOL DESIGN COHORT EQUITY FOCUS

The school Design Cohort will emphasize Leading for Equity. This will include providing specific training and professional development through collaboration with the National Equity Project. These will include a focus on Complex Systems, leadership, systemic oppression, as well as using constructivist listening and design thinking approaches that increase empathy and collaboration across race, gender, social class, neighborhoods, and traditional power structures. The objective will be to increase the capacity of Program Implementation Planning Teams to design schools with the explicit goal of interrupting historical patterns of inequity.

KEY QUESTION: *"How has your school embodied a stance around Leading for Equity?"*



"We cannot layer new accountability measures on old educational inequities and expect to get different results."

- Maria "Cuca" Robledo Montecel

Executive Director, Intercultural Development Research Association

EQUITY LENS^{vii}

GOAL #1: Comparably high achievement & other student outcomes

As data on academic achievement and other student outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners, and achievement and performance gaps are virtually non-existent.

GOAL #2: Equitable access and inclusion

The unobstructed entrance into, involvement of and full participation of learners in schools, programs, and activities within the school.

GOAL #3: Equitable treatment

Patterns of interaction between individuals and within an environment characterized by acceptance, valuing, respect, support, safety and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger, or disregard.

GOAL #4: Equitable opportunity to learn

At a minimum, the creation of learning opportunities so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and are given the requisite pedagogical, social, emotional, and psychological supports to achieve the high standards of excellence that are established.

GOAL #5: Equitable resources

Funding, staffing and other resources for equity-based excellence that are manifested in the existence of equitably assigned qualified staff, appropriate facilities, other environmental learning spaces, instructional hardware and software, instructional materials and equipment, and all other instructional supports, are distributed in an equitable and fair manner such that the notion that all diverse learners must achieve high academic standards and other school outcomes become possible.

GOAL #6: Equitable accountability

The assurance that all education stakeholders accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.



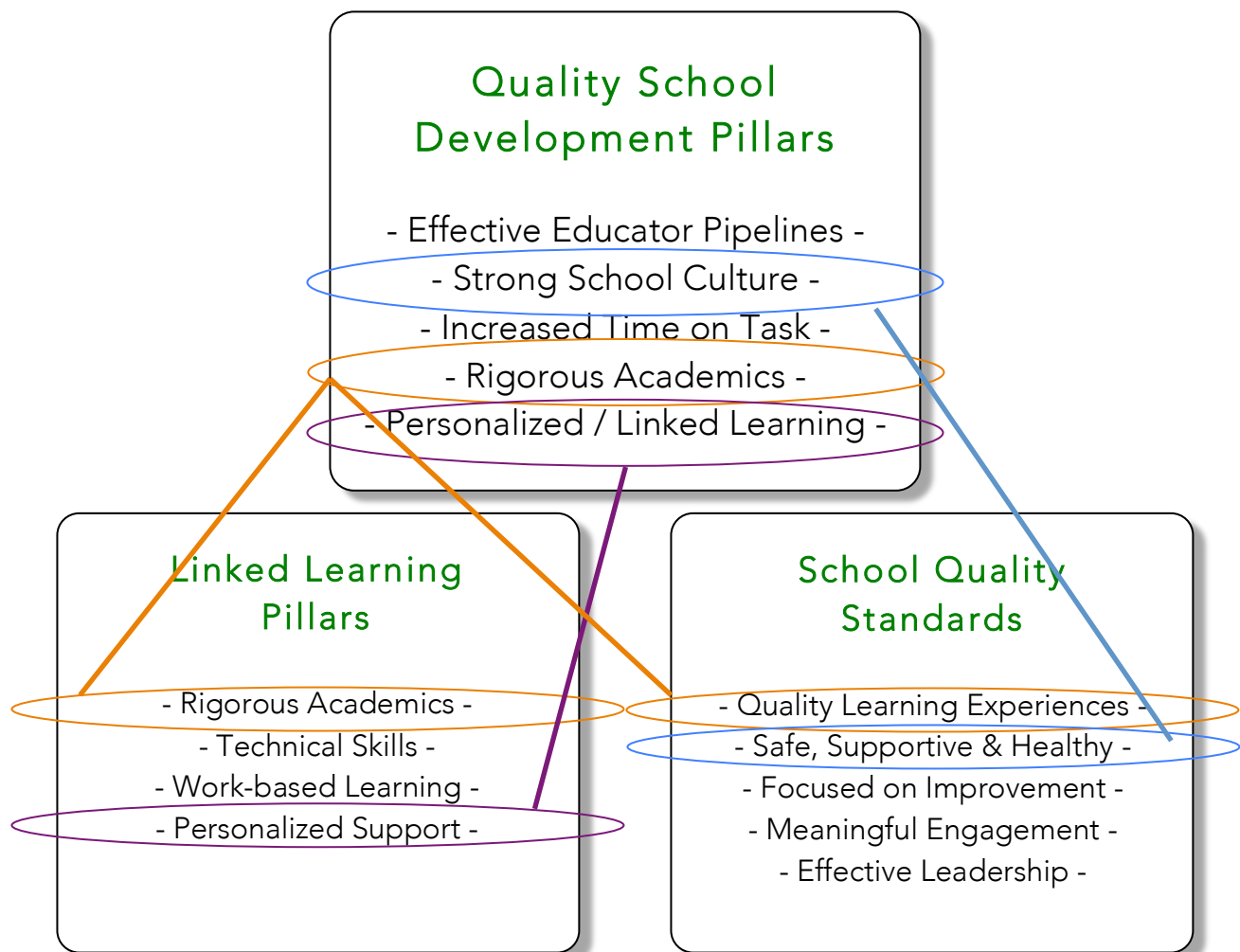
PROGRAM COMPONENTS - Priority Drivers in School Design Cohort

The School Design Cohort will expose and develop the participating school teams in the foundations underlying key program pillars that will undergird and support of all newly redesigned schools. These pillars will be interconnected and help to create a whole-school approach to thinking about high quality schools. These are the inputs. They include professional development, procedures, relationships, activities, and the curriculum.

STEP I: Planning with Pillars in Mind

STEP II: Monitoring Implementation with Pillars in Mind

STEP III: Reflecting and Reporting on Implementation with Pillars in Mind



KEY QUESTION: "How do these pillars inform school priorities and planning?"

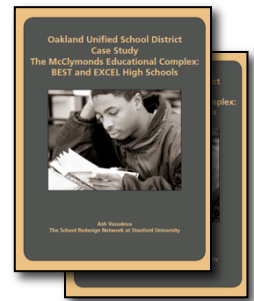


LESSONS LEARNED - Priority Drivers in School Design Cohort

Given Oakland's rich history of school improvement efforts, many lessons learned have emerged to guide the process of proving Intensive Supports to schools with the greatest need. These lessons derive from parents, students, teacher, staff and leaders that have experienced first hand the process of attempting dramatic improvements in school quality and student performance. These lessons reflect the best and the worst of what is possible when attempting significant school improvement. The lessons have been and continue to be collected through several mediums.

CASE STUDIES

A study conducted in collaboration with Stanford University and Professor Linda Darling-Hammond in 2009 provides several powerful case studies of schools that underwent a school re-design process. These examples included stand-alone new school created to serve high need students, as well as existing school being re-designed to improve outcomes for its students.



REFLECTION

Reflection by staff of the New School Development Group, the District's internal new school incubator, which operated from 2004 through 2007; as well as individuals associated with Expanding School Incubation (grade configuration change) from 2011-2014 and the Office of Transformation in 2012; provides additional insight into the supporting conditions and strategies most likely to lead to successful school redesign.

SHARING EXPERIENCE

A series of *Passing the Torch* events, beginning in 2015, have been initiated to convene stakeholders in Oakland that have participated in new school development and school redesign, in order to share their experiences. The first event in this series was filmed and video segments have been published describing deep insight into what works, what needs to improve and what the focus of school redesign efforts ought to be.



"We were not limited in our design process by old thinking. We discarded all notions of "how it has always been done" and "what they might allow us to do". We designed the school, curriculum, structures, and supports that met the needs of our students. We did not ask for permission. We dreamed and built to that dream. It was not an easy or instantaneously successful process. The school evolved over the years as we built out programs. Each year, we got closer to our original vision."

- Carmelita Reyes, Founding Principal, Oakland International High School

KEY QUESTIONS: "How will you apply the lessons that you have learned?"