



OAKLAND  
PUBLIC SCHOOLS  
**EQUITY  
PLEDGE**

**Recap: Equity Pledge Committee Kickoff**  
**September 20, 2016**

# Equity Pledge Feedback Highlights



- **Why Equity?**
  - Want for all children what I want for my own
  - Living up to commitment to advocate for others
  - Public schools should be the great equalizer
  - Parent empowerment and engagement
- **Process**
  - Equity Pledge work must incorporate as many voices as possible, particularly of public school families, who are the most affected.
    - How is this data being used?
    - How do we rise above competition?
    - How are students' backgrounds taken into consideration?
    - Expanded feedback of the entire community

# Performance Feedback Highlights



- Quality of systems to capture and respond to stakeholder feedback
- Disaggregated data that represents as many subgroups as possible
- Parent engagement data - back to school, conferences, home visits
- Is English Language Development (ELD) reclassification the right measure? Why is ELD on the culture side?
- Is there a way to “assess” culture with more of an “assets” orientation?
- Stability indicators, e.g. teacher/leadership turnover: Focus is on students, but not necessarily inputs (i.e. teacher vacancies)
- What about class size, diversity of staff, experience, Special Education (SPED) services, SPED %, inclusion, SPED as a subgroup, supports of teachers available, student:staff ratio?
- How are we viewing/using data? What about early literacy and numeracy indicators?



# APPENDIX: All participant comments

# All Participant Comments



Extracurricular activity  
Schools that care about kids  
Outcomes for child: Academic and Social/emotional  
Broader range of intelligences  
Growth/progress by student  
Parent empowerment  
More data about students that exit  
Performance by geographic, racial and economic differences  
Personalized learning  
How is this data being used?  
How do we rise above competition?  
Challenges with surveys  
How is data used?  
Value diversity of schools  
Privilege leveraged to fight inequity  
Want for all children what I want for my own  
Difficulty accessing quality education  
Interrupting inequitable ecosystem  
Institutional tracking and inequity  
Living up to commitment to advocate for others  
Moral obligation and lived experiences  
Listening to the voice of our youth

Oakland's rich history fighting for equity  
Owe it to our kids  
Surveys - lower grades  
Curriculum inputs  
Grad rates  
Grades  
Measuring unique qualities  
Biliteracy  
Blended  
STEM  
Arts  
Levels of engagement  
Level of push out  
Rigor  
Enrichment, art, activities, excited  
Retention and satisfaction of staff/families  
Physical spaces - reflecting students - SCAT survey, Tripod survey (K)  
Cleanliness  
Science growth in knowledge and learning  
Historical thinking skills  
Commonality and compare  
Avoid over testing

# All Participant Comments



## State requirements

Positive personal experiences - level of care in communication  
Resources for each child - access - Common Access Resources and Education (CARE)  
Relevant content to students - broader narrative of content areas  
Findings = Plan = Tracking Progress  
Student growth in performance  
2 slides for metrics (images)  
Values

## Why

American Dream  
Access  
Availability  
Public schools should be the great equalizer  
Creating a system that is not dependent on luck  
If we are all better...we are all better  
Making "All" true  
Future

## Experience

Strategy  
Student Voice  
Strong fiscal  
Community connections  
We all know each other!  
Perspective  
It is possible

## Are These Enough → School Climate

Restorative practices missing  
Is Social Emotional Learning (SEL) robust enough?  
How are students' backgrounds taken into consideration? (Similar schools?)  
Surveys insufficient to evaluate school climate  
Parent engagement captured?  
A 3rd party survey  
GROWTH prioritized  
Every data point should be disaggregated! All subgroups. Make sure we aren't lumping vulnerable populations into a broader group, for example, Arabs as white?

# All Participant Comments



Lagging indicators

Teacher retention

Is English Language Development (ELD) reclassification the right measure? GROWTH. Why is ELD on the culture side?

Is there a way to “assess” culture with more of an “assets” orientation?

Narrative in response

Administrator retention

## Feedback

1. By lifting up particular measures, are we masking others?
  - a. How many families want to come to this school?
  - b. Number of students leaving the school?
2. What about Strategic Regional Analysis (SRA)? Other info that charters collect?
3. Stability indicators - teacher/leadership turnover
  - a. Focus is on students, but not necessarily inputs (i.e. teacher vacancies)
4. What about class size, diversity of staff, experience, Special Education (SPED) services, SPED %, inclusion, SPED as a subgroup, supports of teachers available, student:staff ratio?
5. How are we viewing/using data?
  - a. Data for bungee-jumping in and out of schools
6. What about early literacy (lit) and numeracy indicators?

## Outputs vs. Inputs

Facility quality

Disaggregated data that represents as many subgroups as possible

Quality of systems to capture and respond to stakeholder feedback

Expanded feedback of the entire community

Timing of requests for feedback from community, avoid bottlenecking of info requests

Moving beyond suspension to office referrals and instruction time lost

Tracking student movement from school to school, especially midyear

Parent engagement data - back to school, conferences, home visits

Mr. Mike will give us information if we call him. And add us,

Why isn't ELA under academic? It's overall instructional?

Are students on the steering committee?

But still make detailed version available to the public

Data: repetition, shared data

Charter: ~ ethnic breakdown

Extracurricular

Pro broader

Quality → Growth

Surveys

# All Participant Comments



Parent engagement: how to measure?

Chronic absenteeism

Caring environment

Outcomes for child

Graduate → take care of self, participate in career

Measure SEL - Artist - Don't

Measurement of Students

Teachers

SBA measuring

Involuntary transferred

Attrition → Reason, Student; Navigating through both

Igualdad [Equity]

3 martes de cada mes 5:30 [Meetings will be the 3rd Tuesday of each month at 5:30 pm]

What is Equity?

Heard a lot of different info about charters

Listening, community

Served on several committees

Importance of being a parent

Most people work for district      Need to include more parents

No one wants their students labelled different

Charter → public - child was speaking and reading in Spanish TK-K

Do see some differences: art class in district

Want to receive Art and Music

More support for all students

2 schools in the same place aren't working together

Holding meetings with parents at school

Parents can keep kids safe

Needs to be unity within the same

Accessibility

Justice, equal access, fairness

Parent has less opportunity

Parents share equal knowledge, opportunity or enroll

Accountability                      Access

Opportunity - promise of accessibility

Social mobility

Mobility is hindered because you live in wrong place or didn't have info

Oakland - "this school vs. that school"

# All Participant Comments



Clarity around what is a  
“Equity is always thing to strive for”  
Parents need to be at center OUSD  
How can we hold a space for those who are not here  
Parents must be educated  
Opportunity

## School Performance presentation

Parent survey - differs at different times of year  
Absence - don't hold parents accountable  
People care - children can feel it  
Outcomes for child - academic  
Can kids go on to next opportunity  
Social skills - good ethics, mo