**OLC General Meeting Notes – October 22, 2013**

**Overview of the OLC** – *Cassie Perham and Sanam Jorjani*

* Started 5 years ago in 2008. Brings together various organizations working to promote literacy/education in Oakland. We host:
  + General Meetings
    - General learning, professional development, networking. Please provide feedback on what you want to get out of these meetings.
  + East Oakland Literacy Zone Pilots
    - One of the first things we did in this coalition was map out what services were being provided. There was a need in East Oakland. Led to the creation of Literacy Zones. Brookfield 3 year pilot began in 2010-11. The next year we started at Cox/REACH. This is the final year for Cox/REACH.
    - First literacy team meeting was hosted yesterday at REACH to align intervention and literacy resources. We will look at data to monitor student progress and align priorities for student nomination for services. Tonight will be the first family reading night and opening of the new school library. Looking to add sustainability to the program to keep it going after the end of the year.
  + Volunteer training workshops twice a year.
    - Training, TB testing, fingerprinting. Last time we had 77 new volunteers. Including a number of parents from Brookfield and REACH.
    - Next training will be Jan 14 and 16 here at EBCF. If you or someone from your org would like to present a workshop, please sign up!
  + Oakland Reads 2020. Goal: double the number of students reading on grade level at 3rd grade by the end of 2020.
    - Last time we met was the symposium in June, another coordinating council meeting will be December 5.
    - September was attendance awareness month. Look on the website for info about the activities held. Resolutions passed, op eds coming through the office, continued handing the toolkit 2.0 to help principals to improve attendance. Almost all of the schools have it but a few more will get it this month. Please work with principal and other school leaders to get this took used.
    - Oakland Summer Learning network- January/February will be an event to prep for summer programming.
    - Urban Strategies Council will help create a baseline report. Will inform creation of working groups in the spring.
    - There is a draft of the new indicator document available. A resource to use to measure impact of our work. The document contains both things we have the capacity to measure and things we would like to be able to measure in the future. Please talk to Sanam Jorjani if you have any questions or suggestions.
    - Fundraising for leveled classroom libraries. Was identified by schools as a need. So far we’ve raised $70,000 and the goal is $85,000. We are almost there! We are also organizing volunteer events- book leveling parties. Leveled libraries already purchased should go into the classrooms within a week or 2. The recipient schools are the ones that were part of the Williams lawsuit.
* Christina Hawkins Johnson- new staff member at Rogers/OLC will be supporting the OLC and filling in for Cassie at OLC General Meetings while she is on maternity leave.

**Presentation from Urban Strategies Council- Evaluation of Brookfield Literacy Zone Pilot Program** – *Alison Feldman and Rebecca Brown*

* 2010-11 to 2012-13
* Full written evaluation is available on the OLC website
* Tried to answer 3 main questions:
  + Student Outcomes
    - How were literacy proficiency outcomes impacted in the first 2 years of the pilot? For K-5? 3rd graders? For students who received additional support.
  + Program Outcomes
    - What partner strategies were successful?
  + Pilot program and partnership model?
    - Strengths and weaknesses of program design and program partner collaboration.
* Data sources: CST scores, partner assessments, interviews with teachers and principals and partners
* Overview of Brookfield students:
  + Latino/Hispanic 62% (82% of these were ELLs)
  + 28% African American
  + Varying by grade level, 51%-70% of students were not proficient at reading.
* Contributing partners
  + Supplemental literacy instruction programs/volunteers
  + After school literacy activities
  + Literacy materials
  + Parent engagement
  + Reading challenge
  + Family literacy night
  + Existing programs: literacy materials, after school, parent outreach, reading buddies
* Results:
  + Literacy levels rose in year 1, dropped in year 2. Overall were below district levels in both years.
    - African American achievement grew both years
    - Latinos/ELLs grew then dropped
      * Contributing factors- loss of federally funded English Lanugage Development/Literacy Coach at the end of the 2010-2011 school year. Plus loss of other resources
    - Patterns for proficiency for 3rd graders
      * African Americans improved markedly in year 1 and 2
      * Latino grew then dropped substantially
  + Reading Partners
    - Consistent growth and narrowing of gap
    - This was their internal testing, not compared to CST.
  + Super Stars Literacy
    - Growth
  + Evaluation challenges- lack of shared measurements between different programs. Lack of sharing of data between teachers and partners. CST scores not available and not able to track students across years.
  + Other challenges
    - Fluctuation in federal and state funding
      * School lost English Language Development/Literacy Coach
      * After school partner
      * Professional development and admin support
    - Staff turnover
      * Teacher tenure changes between year 1&2
      * New principal after year 2
  + What worked?
    - Consistency providing literacy support at least 2 hours with the same staff
    - Alignment, partners working to understand key areas and avoiding interrupting key instructional time
    - Partnerships with teachers/program partners
    - Partners participating in COST, CST, parent meetings (mostly only happened in year 2 after relationship building)
    - Expanded parent engagement
    - School activities
    - Designated space- reading lab
    - Change in culture-getting students excited about reading
  + Partner challenges
    - Limited resources for students needing targeted support. Most partners did not have dedicated resources for ELLs.
    - Responsiveness- varied among partners on how they aligned their programs with goals and curriculum
    - Uneven family outreach- engagement did not reach all families equally
  + Program and partnerships: what worked?
    - Increased literacy resources
    - Increased family focus and involvement
    - Partners and teachers coordinated their work
  + Program and partnerships: challenges
    - Lack of input from key stakeholders
    - Lack of common outcomes, goals, measurements
    - Lack of consistent coordination and integration
    - No recruitment of partners with resources to address the needs of students with specific needs (ELL)
* Recommendations:
  + Set common goals and outcomes
  + Target and prioritize student need
  + Identify and coordinate strategies, practices and materials
  + Plan regular revision of program practices and strategies
* Recommendations: partnership model
  + Involve all school stakeholders in selection of partners and services
  + Designate an on-site coordinator
  + Integrate partners into school planning groups
  + Provide partners with opportunities to collaborate
* Recommendations: data
  + Identify and analyze a common set of student data to support students selection and tracking, CST available to everyone
  + Compare data to students receiving and not receiving supports
  + Use data to improve responsiveness
  + Track data over multiple years

Year 3 overview from Sanam (not included in report)

* OLC led the curve on collective impact but didn’t focus in this are until year 3.
* Program partners met monthly
* Relationship building between school sites and program managers
* Coordinated school events- family reading nights
* Reading challenge, goal was 10,000 books, exceeded 18,000 books
* Leadership being taken over by school staff

Updates on Cox/Reach fro Cassie

* Trying to be more intentional about bringing partners together and developing a framework for processes. Data, referrals, progress monitoring.
* Facilitator is teacher, better than having OLC try to convene meeting. Teacher has better relationships and more access to data

Question- lack of data on early grades

* Data is limited because testing doesn’t begin until grade 2
* These are issues that are on the wish list for the indicator document. We want more comprehensive data that can be compared across schools and years
* From now on we will be able to move forward matching SRI scores to CST?

Question- what is district level buy in?

* Funding issues affect placements of literacy coaches. Key finding of the study, there is not coordination with the district.

Question- We are well aligned to measure student achievement. How can we test social and emotional learning and school climate?

* This is work that OUSD is doing through the Family, School, Community Partnerships Department.

Question- did we measure summer learning opportunities/summer slide?

* After the 3rd year there were services but not during the pilot.

Comment- Mr. Franco has agreed to hire a professional teacher/librarian. Hiring is in process. Will bring expertise and culture of learning.

Question- what did we learn from issues for ELLs?

* Back up support is important for filling in gaps when there’s losses of federal funding
* Need for additional resources
* Emphasis should be on coordination of service for ELLs

Question- programs need help with determining which services are most important for which kinds of students. Do we have data on this?

* No, no data but it is a goal and emphasis at REACH

**OUSD Community Partnerships & Full Service Community Schools Presentation** - *Andrea Bustamante and Rivka Burstein-Stern*

“Cradle to career idea”, community schools has many facets. Today will focus on partnerships model

Community partnerships workgroup

* Met monthly
* Core group of OLC partners consistently involved from the start

Products

* Produced a lot of output – now focus on putting it into practice
* Partnership vision – principles of effective partnership
* How to make experience of partnership uniform – partnership flow chart and registration/orientation/site-matching process
* “Reviewed partner list” for principals looking for services
* Site-based onboarding process – piloting tools right now and learning what will be realistic based on sites’ capacity
* This onboarding process would happen periodically throughout the year – will be piloting with summer programs starting in January
* Registration process can be tailored to organizations’ needs- length of grant or length of program. Can vary for 1/year service providers to daily and weekly service providers. Process will also be streamlined for returning partners.
* Partnership evaluation rubric- will be evaluated at the end of year during MOU signing period.
* Database- is being build right now to manage partnerships, houses all important information on partners and what kinds of services they provide. Information will be made available to everyone. Infrastructure is not in place yet but it is in the plan.
* What’s next? Learning from the pilot and refining the tool. Principal feedback. Pilot orientation for summer partners. Partner registration rollout. Next, workgroup is tacklng: data, communication, self-assessment/tools
* Needs-training on contracting from OUSD to avoid delays in services when MOUs are not done properly.
  + Goal formalize and make consistent MOU process

**OUSD Data Sharing Process** - *Erin Cogan, Literacy Coordinator for OUSD*

FERPA- Family Educational Rights and Privacy Act

* Student-level data is protected, family permission is required before sharing is allowed. There are some ways to get data. The need to get on the same page for a lot of issues will help us get this data. Use of common data will be critical.
* Working with Community Partnerships team to make the common data available through the orientation process
* Hope to identify the data that they’ll be making available and the process for sharing it through the partnership with QAA and Community Partnerships
* A-Z Fountas and Pinnell assessment data is what they want to share but only 1/3 of schools currently using it (BAL Cohort school) – hope for next year is all elementary schools will be using it
* SRI is the current assessment system for all 2-12 grade students and DIBELS for all K-1 students