



Oakland Literacy Coalition General Meeting Recap

January 13, 2016

Meeting Materials:

All meeting materials, including the agenda and slides are available on the Coalition website: <http://tinyurl.com/13JanMeeting>

Overview of the School District's READING 2020 Strategy

Dr. Devin Dillon, Chief Academic Officer, Oakland Unified School District

Dr. Dillon joined the Coalition for an hour to talk about the District's commitment to the goal that 85% of third graders will be reading on grade-level by 2020. Last spring, 42.8 percent of OUSD third graders were at or above grade-level in reading, as measured by Scholastic Reading Inventory (SRI). This represents a near seven percentage point increase from the year before and exceeded the District's growth benchmark, but there's still much work to be done.

Dr. Dillon outlined six areas of work across the District to support third grade reading:

- **Early Childhood** – Strong foundations in early learning are key for future reading success. OUSD is expanding Transitional Kindergarten (TK); adopted the Big Day for PRE-K and Let's Talk About It! curricula; implementing the SEEDS professional development initiative; three hours/week reading tutoring in all TK classes.
- **School Libraries** – School libraries provide essential literacy resources so that all students can learn and love to read; support Common Core focus on research and inquiry; replacing Library Clerk position with more highly trained Library Technician position and launching a partnership with Diablo Valley Community College to train a cohort of Library Technicians; OUSD has committed \$1.7M for expanding school library services in 2016-17 school year.
- **ELA Curriculum** – Common Core focuses on reading, writing, and listening/speaking. Teachers need strong curricular tools to support effective teaching and learning. OUSD has purchased the Lucy Calkin's Units of Study for Reading Workshop and Writing Workshop; schools have guided reading libraries and are expanding classroom leveled libraries; the District is expanding Leveled Literacy Intervention to more students who are behind grade-level; this year brought in MONDO, Words Their Way, SIPPS; looking to acquire a middle school curriculum.
- **Professional Development** - Training from Teachers College for a week in Summer 2015 on many of the above curricula. Focus on small group instruction, text complexity, and Common Core standards.
- **Summer Learning** – Important for students to not lose ground over the summer months. Last summer, OUSD served 5,729 students in summer school and partnered with 25 community partners at 45 sites. The budget for 2015 was ~\$3M and it will be expanded to nearly \$4M in 2016 to reach even more students.
- **Small Group Instruction** – Excellent instruction, every day. Focus on the 4 Ts: Task, Talk, Time, Text.

For assessment, OUSD is using the SRI, Fountas and Pinnell (F&P) and the SBAC. OUSD has found strong correlation between SRI scores and SBAC performance. OUSD uses both online assessment (SRI) and individually administered Running Records (F&P) to

know how kids are reading. OUSD has a number of community partners providing literacy services at schools and recognizes that data sharing between the OUSD and partners is an area for growth and opportunity to enhance alignment and collaboration.

Supplemental Resources:

- OUSD Academic Guidance Document: <http://tinyurl.com/AcademicGuidanceDoc>
- OUSD English Language Learners Roadmap: <http://tinyurl.com/RoadmapEL>

Interactive Networking Activity

In an activity designed by the Coalition's recently convened Networking Committee, meeting participants split up into five groups, each centered around a different children's book. In the smaller groups, attendees introduced themselves and shared what brought them to that book. Afterwards, the group discussed how their responses related to the literacy work of their organizations.

School District Data Tools and Data Work with Partners

Rinat Fried, Data Analyst, Oakland Unified School District

Susan Radke, Mapping Analytics Specialist, Oakland Unified School District

Rinat and Susan demoed the District's new publically available data dashboards and the Live/Go maps available at <http://www.ousddata.org/public-dashboards.html>. The dashboards are interactive and allow people to see data by various criteria (e.g. school, demographic groups, grade levels) that they select. The data presented in the dashboards is from last school year, with the exception of enrollment data, which is current as of October 2015.

Rinat also discussed the District's goals for data-sharing with community partners in order to collect more/better data on which partners are supporting which students and understand the impact of each intervention. OUSD is developing a tool to collect participation data from community partners, starting with a small group of programs that provide one-on-one tutoring with students. The Coalition will continue to receive updates as this work unfolds over the spring.

Oakland Literacy Coalition 2.0 Strategy and Community Updates

Cassie Perham, Program Manager, Oakland Literacy Coalition

Sanam Jorjani, Program Manager, Oakland Reads 2020

Cassie and Sanam shared a Coalition update, starting with a brief overview of its history. The Rogers Family Foundation and East Bay Community Foundation convened the Coalition in 2008 to create a space for Oakland's literacy providers to learn and collaborate. The Coalition has come a long way together, expanding its membership, spreading the reach of literacy services across Oakland, and elevating early literacy as a community priority, with a widely adopted goal for increasing third grade reading achievement by 2020.

The Coalition is currently staffed out of the Rogers Family Foundation, which recently undertook a strategic planning process in partnership with many community stakeholders. Through this process, Coalition staff have explored the question of the best long-term place and structure for its work. In order to create a permanent and dedicated entity to advance the Coalition's mission that is accountable and responsive to its members, the Coalition is moving to become an independent organization. The Rogers Family Foundation will continue to be an active participant and supporter of the Coalition, which remains integral to its literacy strategy.

Cassie and Sanam will be reaching out to members to share more information and gather feedback to inform the development of the new organization and will provide frequent communications through the transition process over the next six months.