



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Together, We Are Building

a full-service community school district that serves the whole child,
eliminates inequity and provides each child with an excellent teacher, every day.

Oakland Unified School District

Board Balanced Scorecard Accountability Report – Study Session: College and Career Pathways

May 8th 2013

Presentation by:

Maria Santos, Deputy Superintendent

Alison McDonald, High School Network Executive Officer

Gretchen Livesey, Director, College and Career Readiness

Agenda

- 1. What is a college and career pathway?**
- 2. How do college and career pathways contribute to increasing the percentage of students graduating high school prepared to succeed in college, career, and community?**
- 3. What are the programmatic elements that characterize a high-quality college and career pathway?**
- 4. What college and career pathways do we currently have; where are these pathways; how many students are participating in these pathways?**
- 5. What is the plan to design, evaluate and sustain expanded college and career pathway options at each high school?**
- 6. What are the organizational challenges and potential undesired consequences involved in maintaining, expanding and sustaining college and career pathways in our schools?**
- 7. Board Discussion – What is OUSD’s plan to expand and sustain the number and diversity of high-quality college and career pathways in every high school?**

1

What is a College and Career Pathway?

What is a College and Career Pathway?

A College and Career Pathway in OUSD has a broad career theme with many post-secondary options. A pathway is a grade 9-12 or 10-12 program of study made up of articulated, integrated core academic courses, taught with the “flavor” of the career theme, and a career technical education sequence of courses that lead to industry certification, entry level employment, and various post-secondary options.

Pathways also offer:

- a scope and sequence of work-based learning activities ranging from guest speakers to job shadows to internships
- targeted differentiated support and intervention for all students
- open access to all interested students, regardless of previous academic achievement or school success

Green Energy Academy at Skyline HS



Grade Level	Course Sequence
9	English 1, History, Algebra 1 or higher level math, Biological Connections to Energy and the Environment
10	English 2, World History, Environmental Chemistry, Geometry or higher level math, Introduction to Renewable Energy
11	English 3, US History, Physics of Energy Science , Advanced Algebra or Pre-Calculus
12	English 4, Gov/Econ, AP Environmental Science or Sustainable Systems , Advanced Algebra or Pre-Calc or Calculus or Statistics

Community and Industry Partners: Peralta Colleges, East Bay Green Corridors Network, Students for Environmental Energy Development, Sungevity, Berkeley Energy and Resources Collaborative, Chabot Space and Science Center, SightWorks Architecture & Interior Design, ETIC Engineering, Energy Bioscience Institute, Amyris Inc., Sirona, Alameda County Office of Education, Cal EPA Region IX, East Bay Regional Parks District

“Every 9th grader graduates high school prepared to succeed in college , career and community”

This broad goal includes not just a graduation goal, but **retention, rigor, relevance, and relationship** goals.

As defined in the Strategic Plan, OUSD will achieve these goals by engaging at least **80%** of all students in college preparatory career themed pathways.

An Aligned Mission and Vision Across California

College and Career Pathways, also called **Linked Learning Pathways**, are transforming secondary education into a personally relevant, wholly engaging experience for all levels of students, exposing them to previously unimagined college, career and community engagement opportunities. **Linked Learning** is a flexible approach bringing together college-prep academics, demanding technical education, support services, and work-based learning that, together, prepare students for success in college, career and life.

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**How Do College and Career Pathways
Contribute to Increasing the Percentage
of Students Graduating High School
Prepared to Succeed in College, Career,
and Community?**

Academic Press and Relevance

Pathway teachers work together in **communities of practice** to design rigorous, standards-aligned, integrated curriculum, and real world performance assessments.

Courses are vertically and horizontally articulated and team developed, so student skills are intentionally built over time, allowing for a ramping up of academic rigor.

Teachers plan a **scope and sequence of work-based learning** opportunities connected to classroom learning, so students gain an understanding of their own potential positive impact on the community and their lives.



Holding Power Through Personalization and Relevance

Students travel through pathways as a **cohort**, developing close, supportive relationships with teachers and peers. Students in pathways are known, nurtured, and safely challenged.

Teachers work in communities of practice to better attend to student need, and to provide **targeted differentiated academic, social and emotional support**.

Students in pathways are future focused, seeing always why and how what they are doing in class matters. Their learning is **contextualized and relevant**.

Find more information about the positive impact of the linked learning approach in The Education Trust-West's new study: *Expanding Access, Creating Options*, March 2013.

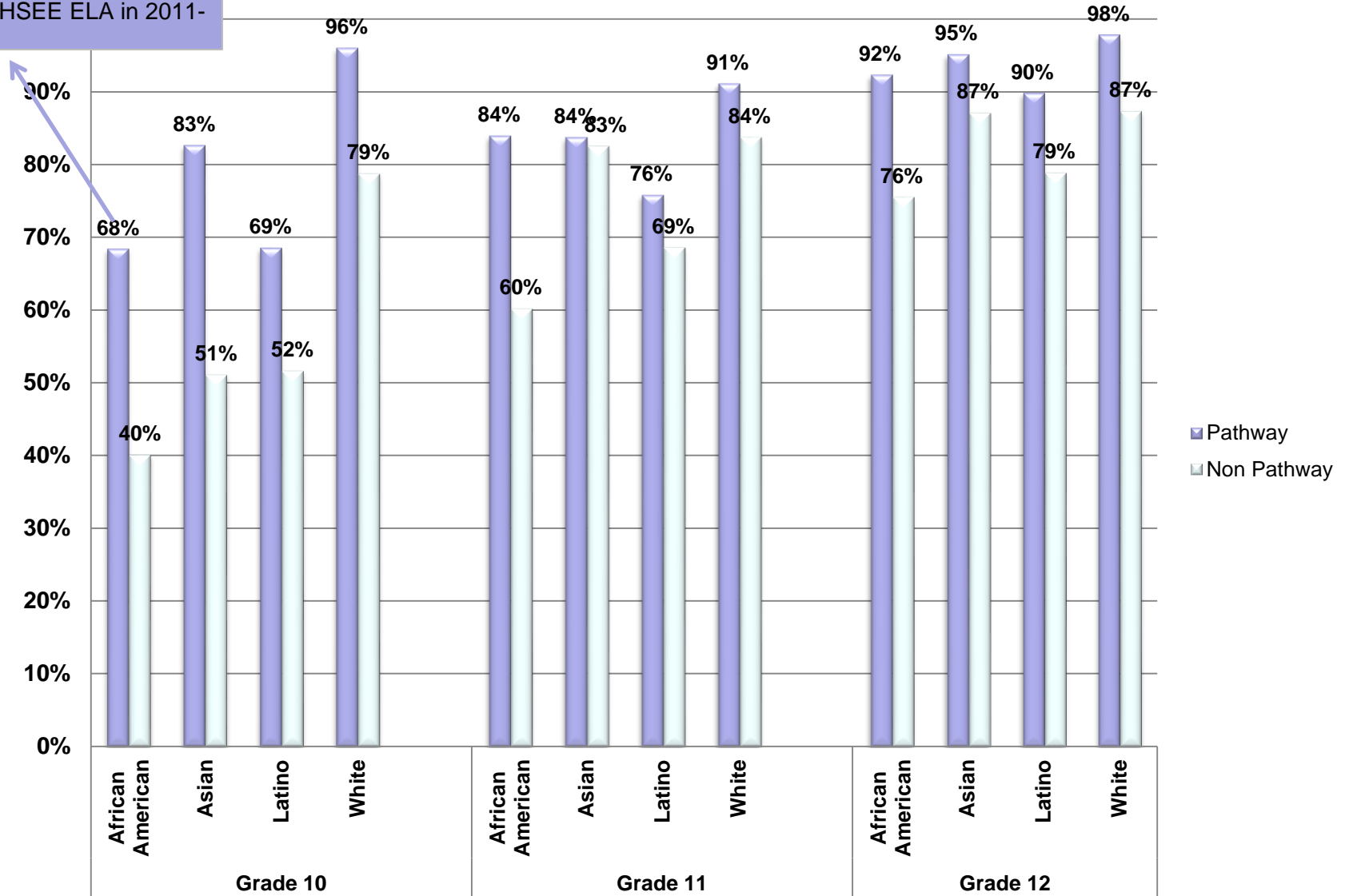


College and Career Pathway Data Snapshot 2011-12 20 Pathways

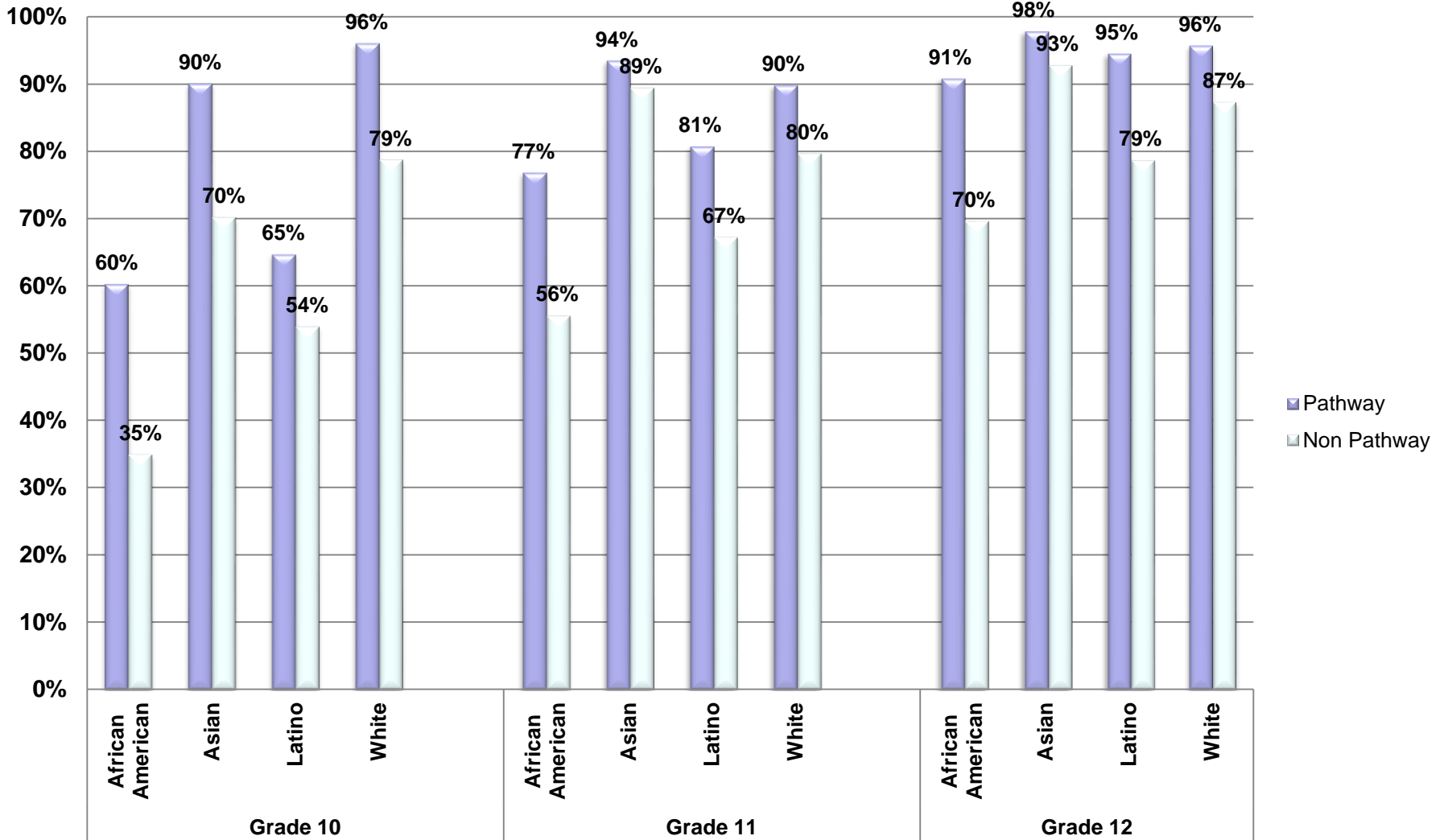
Data Set	Pathway Students	Non-Pathway
Total Number Gr10-Gr12	2552 (36%)	4526
Attendance rate	96.1%	94.8%
Suspension rate	11.4%	19.9%
CST proficiency ELA	36.9%	21.4%
CST proficiency math	14.3%	7.2%
Gr10 CAHSEE pass rate ELA	74%	49.7%
Gr10 CAHSEE pass rate math	73.3%	50.6%
Gr12 "a-g" completion, C or better	52%	31.4%
Graduation rate	84.2%	58.3%

68% of the Grade 10 African American Pathway students passed CAHSEE ELA in 2011-12.

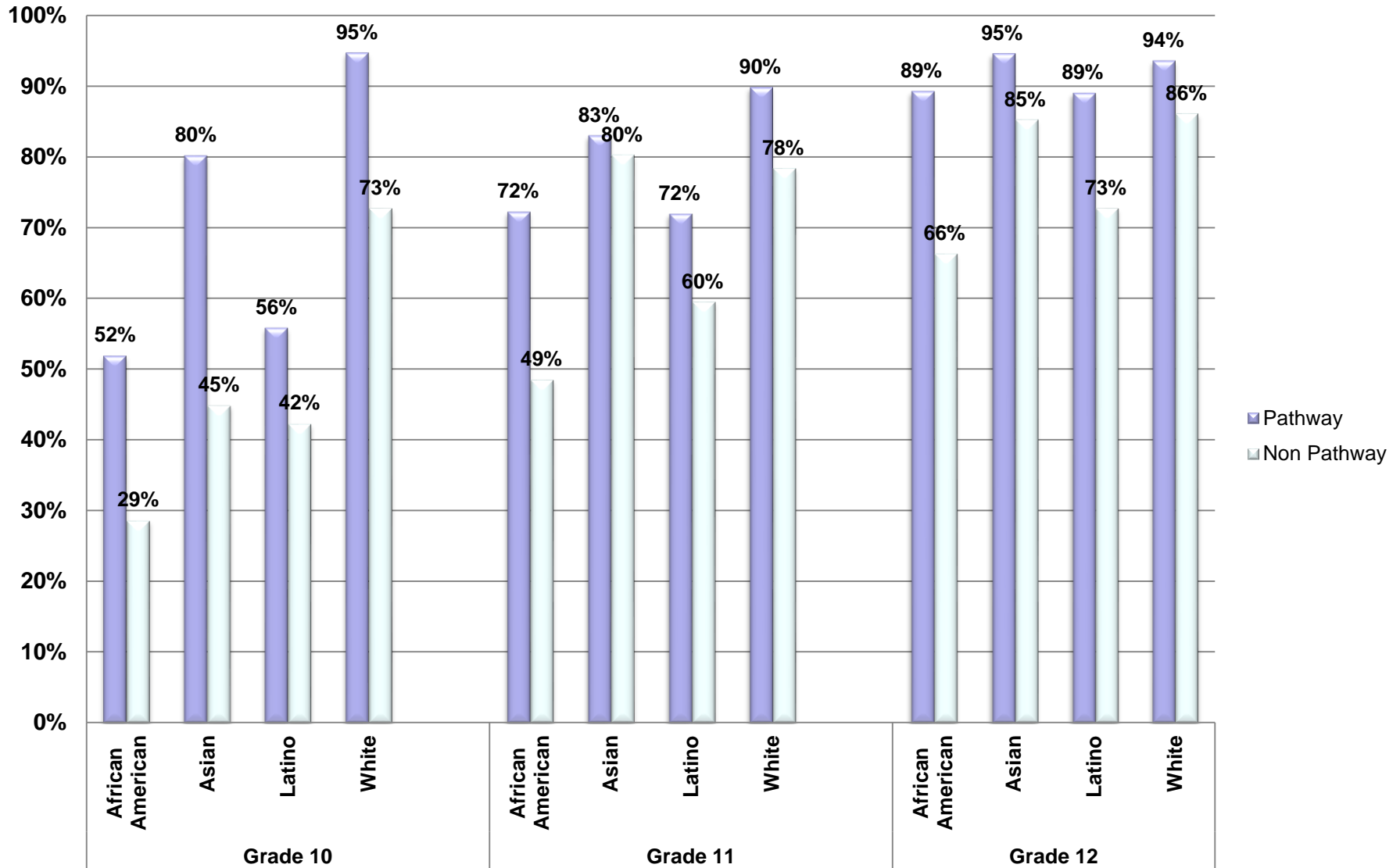
2011-12 CAHSEE ELA Passing Rate



2011-12 CAHSEE Math Passing Rate



2011-12 CAHSEE Passing Rate for ELA & Math





3

**What are the Programmatic Elements
that Characterize a High-Quality College
and Career Pathway?**

A High Quality College and Career Pathway

From the recently revised ConnectEd Pathway Quality Review rubric, there are 8 essential elements:

- Outcomes-based practice – graduate profile
- Equity – in student access, and in quality across the system
- Standards aligned and articulated program of study
- Rigorous, relevant learning and teaching
- Personalized and effective student support
- Work-based learning
- Advisory boards and partnerships
- Distributed leadership and aligned support

Oakland Unified School District Graduate Profile



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

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What College and Career Pathways Do We Currently Have; Where Are These Pathways; How Many Students Are Participating in These Pathways?

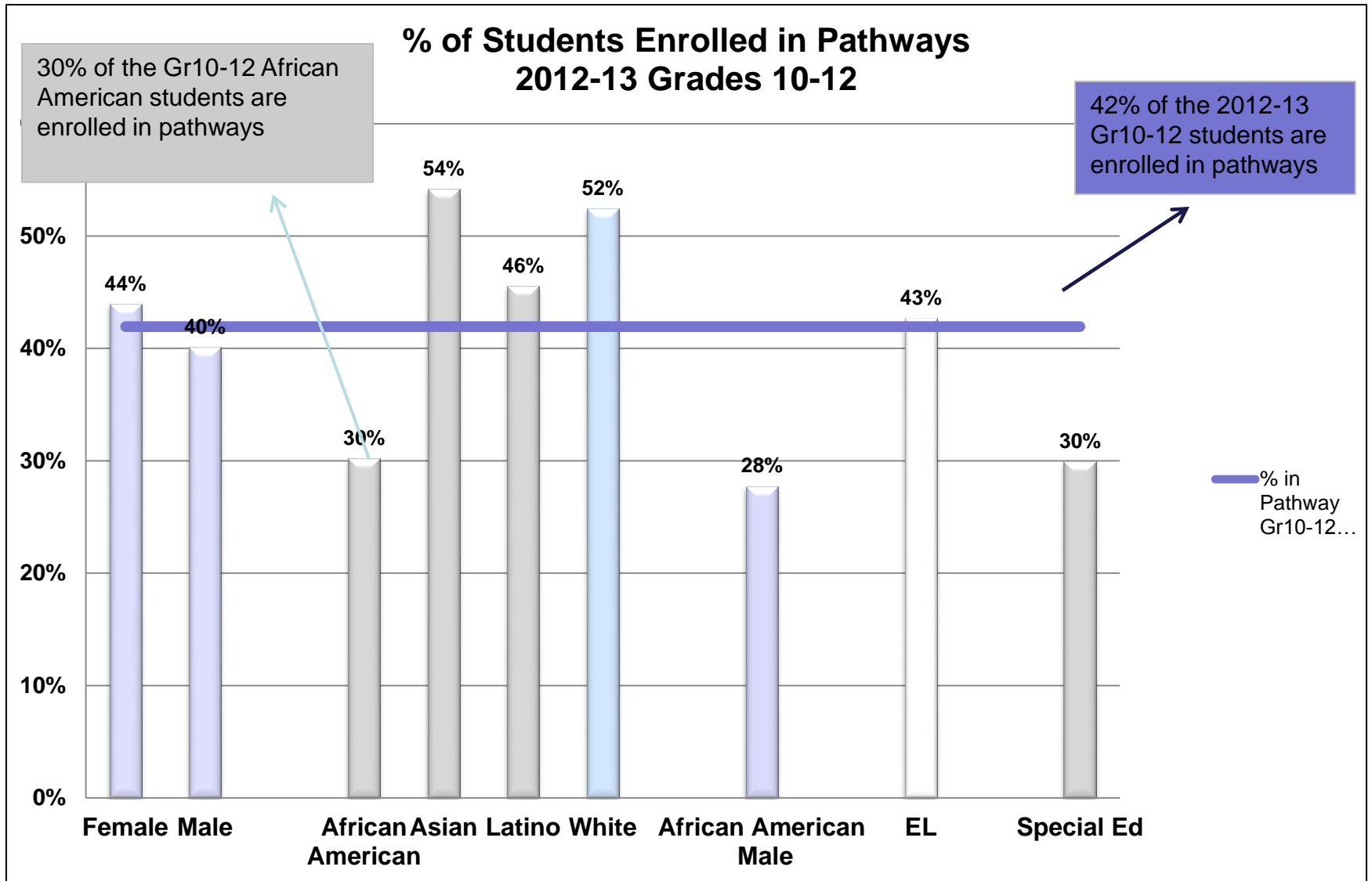
Current Pathways

OUSD has 25 pathways throughout 11 high schools, in 10 industry sectors, serving approximately **2800** students, **42%** of the high school student population. 15 pathways are California Partnership



The greatest number of pathways are in Health and Medical Science, Engineering and Design, and the Energy and Utilities sectors, all thriving industries in the greater Bay Area.

Current Student Demographics in Pathways





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What is the Plan to Design, Evaluate and Sustain Expanded College and Career Pathway Options at Each High School?

Pathway Growth

Black – Pre-Strategic Plan

Red – Growth

High School	Pathway(s)	High School	Pathway(s)
Oakland High	Visual Arts and Academics Magnet Environmental Science Academy Project Lead the Way Public Health	Skyline	Computer Science Education Academy Performing Arts Green Academy Sports & Exercise Science Business Leadership and Finance
McClymonds	Engineering and Design: Project Lead the Way		Multimedia Academy
Oakland Tech	Computer Science Health Academy Fashion and Design Engineering	Madison Park	Business and Finance Digital Design
Castlemont	Sustainable Urban Design Academy	Coliseum College Prep Academy	BUILD Public Health
Life Academy	Health and Bioscience	Dewey	Sports and Fitness
Fremont:	Architecture Academy Media Academy Mandela Law Academy	MetWest	Media Alliance Social Entrepreneurship

What is OUSD's plan to expand the number and diversity of pathways?

OUSD will support the development of a few **new** pathways:

- **Madison Park:** Business and Finance and Digital Design pathways supported through the National Academy Foundation
- **Castlemont:** One to two more pathways depending on school enrollment. Public Health and/or Engineering and Advanced Manufacturing
- **Bunche:** Hospitality and Tourism Academy
- **Rudsdale:** Green Construction and Design

Support provided: funding for staff, curriculum, and materials through Regional Occupation Program, Carl Perkins Career Tech Ed, Linked Learning grant monies; internal coaching; technical assistance; professional development. Other funds will be sought as the state/nation begins to expand financial support of linked learning.

What is OUSD's plan to grow and sustain the number and diversity of current pathways?

OUSD will support the growth and expansion of **current** pathways.

- Increase numbers of students in current California Partnership Academies and small pathways – target 250-300 in each pathway
- Support the thoughtful consolidation of some smaller programs at the bigger high schools
- Recruit and develop pathway teachers
- Increase elementary and middle school aspirational activities – college, career and community focused – aligned to graduate profile
- Develop a robust transition plan for rising 8th graders
- Support pathway focused master scheduling – ensuring teacher common planning and student cohort scheduling within pathways

Evaluation Plan

OUSD will use the Pathway Quality Review process developed and tested by ConnectEd and other linked learning partners at the state and national level.

- Examines the 8 essential elements of high-quality pathways
- Is a rigorous, self-reflective, data and evidence based review
- Outside reviewers are veterans in pathway work who have been vetted and trained by linked learning partners (ConnectEd, Linked Learning Alliance, UC Berkeley College and Career Support Network)

OUSD will support the review process as a continuous cycle of improvement through inquiry, action and reflection.

OUSD will continue to collect and analyze student outcome data to inform continuous cycles of improvement, at the pathway, school and district levels.

Support Plan for Continuous Pathway Improvement

OUSD central office provides a tiered level of pathway support

- **Tier 1 – Certified Pathways** – data analysis, intermittent internal coaching, professional development opportunities, modeling opportunities for other pathways (internal and external)
- **Tier 2 – Emerging Pathways** – data analysis, monthly internal coaching, targeted technical assistance, professional development opportunities
- **Tier 3 – Pathways initiating or reapplying for Quality Review** – data analysis, weekly or bi-weekly internal coaching, mock certification reviews, focused technical assistance, professional development opportunities



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What are the Organizational Challenges and Potential Undesired Consequences Involved in Maintaining, Expanding and Sustaining College and Career Pathways in Our Schools?

We need to grapple with . . .

- The tension between “tight” district policies and “loose” site and pathway implementation based on local contexts
- Ensuring equitable, choice-based student access to all pathways, while balancing demographics across pathways
- Ensuring equity in quality across the district system of pathways in the “four pillars” (student support, rigorous academics, robust career technical education sequences, and work-based learning opportunities, especially paid internships)

We need to grapple with . . .

- Retaining pathway teachers; consistently scheduling teachers into pathways – maintaining consistent pathway staffing; reducing the number of teachers who are involved in multiple pathways
- Maintaining the level of focused support for pathways (staffing support, CTE specialists, pathway coaches, robust professional development) after the sun-setting of the grant
- Truly institutionalizing a system of high quality College and Career Pathways across OUSD to achieve and then maintain positive outcomes for all OUSD students

Presenters

1. **Maria Santos**, Deputy Superintendent
2. **Alison McDonald**, Executive Officer, High School Network
3. **Gretchen Livesey**, Director, College and Career Readiness Office
4. **Susan Benz**, Coordinator, College and Career Readiness Office
5. **Donna Wyatt**, Coordinator, College and Career Readiness Office
6. **Tracy Ostrom**, Pathway Lead, Green Academy, Skyline HS
7. **Timothy Bremner**, Pathway Lead, Sustainable Urban Design Academy, Castlemont HS



Board Discussion:

What is OUSD's Plan to Expand and Sustain the Number and Diversity of High-Quality College and Career Pathways in Every High School?



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