



OUSD High School Network

Office of Post-Secondary Readiness

BOARD PRESENTATION NARRATIVE

As stated in our Pathway to Excellence, “The plan before you is our pathway to excellence and the roadmap for the next five years as we uphold our moral obligation to the students and residents of Oakland. We have a moral imperative to help every child reach his or her potential. If we are to ensure that every student thrives, then we must:

- Provide every student with access to a high-quality school
- Ensure each student is prepared for college, career, and community success
- Staff every school with talented individuals committed to working in service of children
- Create a school district that holds itself and its partners accountable for superior outcomes
- Guarantee rigorous instruction in every classroom, every day.”

In alignment with our district mission, the High School Office has a developing written strategy to supports sites with ensuring that every high school has the support structures of organizational and instructional leadership towards graduating students at our target goals by 2020. Our target goals are:

- **Increase Graduation Rate** from current 67% to 85%.
- **African American Males Without Out-of-School Suspension** from 87% to 97%.
- **Improving Classroom Rigor** through personalized learning (OUSD1), increasing enrollment of linked learning/pathways from 37% to 80% (100% for rising sophomores), increasing the quantity of pathway options to attract 100% of students, all students graduating with complete A-G credit (60% of LCFF target groups increasing A-G completion), and 100% of students passing CAHSEE in grade 10.
- **College & Career Readiness** - Graduate 100% students with college & career plans, earned college credit and internship/externship experience.

As a leadership model, good practice, and with intentional planning for schools and site leaders, the High School Office has triangulated support around school site Focused Annual Plans (FAP) and the implementation and support of the Leadership Growth & Develop System (LGDS) for site leader development to ensure that each area directly influences and/or supports one another for seamless and effective implementation of all growth models. All site support is in direct alignment with our district **Transformation Pillars**:

1. **Educator Development and Pipelines** – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.
2. **Strong School Culture** – The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This emphasis must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.

3. **Increased Time on Task** – Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers’ time for planning, collaboration, and professional learning.
4. **Rigorous Academics** – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.
5. **Linked/Personalized Learning** – Students will be exposed to different educational options that go beyond the “four walls” of the school in effective schools. This will include allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.

The current 2014/2015 year, the High School Office has focused on foundational practices within the Transformation Pillars. Across our 15 high schools (including alternative education) we have collected evidence of the following:

<u>Full Site Implementation</u>	<u>In Progress of Implementation</u>	<u>In Development of Next Steps</u>
<ul style="list-style-type: none"> ○ Attendance & Tardy Policy ○ Tier 1 Student Discipline Strategies ○ Administrative Schedules ○ PD Calendars ○ School wide Student Acceleration Strategies (Tiered) 	<ul style="list-style-type: none"> ○ Individualized Student Graduation Plans ○ Early Warning System to Support Graduation ○ Data Boards ○ Blackboard Configuration (BBC) ○ Face to Face Teacher Feedback 	<ul style="list-style-type: none"> ○ Implementation of Continuous Improvement Guide (CIG) ○ Observation and Feedback/Trackers

The High School Team meets with site leaders, site teams, observes classroom instruction, reviews data logs, and strategically plans next steps for every site through regular formal and informal site visits, Extended Site Visits, the observation of LGDS, and the observation of CIG meetings. As a result of our practice to require all sites to have observation/feedback trackers to demonstrate instructional improvement, supporting sites weekly to provide face to face feedback to teachers and staff, support every site to have Data Boards Installed and Populated with Current Student Data (9th & 12th), and establishing College & Career Plans at every site, we are able to see evidence of:

- Significant decrease of students out of class without a pass
- Significant decrease in Tier 2 & 3 behaviors and reduction in suspensions
- Improved teacher quality of instruction
- Improved student engagement and comprehension
- Evidence of leadership practice
- Establish Data Cultures of interpreting data and planning
- Align classroom and site practices that support college & career readiness for every student
- Empower and motivate students for success.

Our data collection also shows evidence where we need to go deep and focus more succinctly for the remainder of the year and through the summer to:

- Facilitate regular Data Summits with principals to include Cycle of Inquiries, CIG meetings, and usage of the Early Warning System
- Align our work with OPSR & Linked Learning for Personalized Learning Plans
- Observe and coach face to face feedback
- Support principals to establish and align site systems of Tier 1 strategies (VRP)
- Develop master schedules to increase acceleration

Looking ahead to 2015-2016, we will be working to develop systems that ensure the longevity of these foundational skills and excel to greater impact systems such as building out Tier 2 strategies of academics and student behavior, building the capacity of site teams and Instructional Leadership Teams, and establishing virtual/electronic personalized learning plan, just to name a few.

As an audacious impact to our sites focusing on literacy and site leader capacity to develop site systems, we are working on ***The High School 1.8 Literacy Project***. Best practices suggest, to improve literacy and lexile scores, students must read, read, and read more. Through this project, site leaders will be supported in developing site systems to successfully scale and implement reading structures, which will catapult their understanding of systems development for all initiatives. The project has 2 primary goals: (1) every student will read a set amount of words throughout the year to advance their reading lexile significantly and (2) every leader will demonstrate a high level of systemic planning and implementation.

We look forward to presenting more details regarding our next steps of planning for the 2015-2016 year and the High School 1.8 Literacy Project.

GLOSSARY OF TERMS

- ❖ ***Continuous Improvement Guide (CIG)*** is a cycle of inquiry process in which site leaders and teams reflect on data around an identified and targeted question to develop next steps of implementation towards student success.
- ❖ ***Extended Site Visits*** are scheduled times when the Network Office and other Central Office leaders visits school sites to observe classrooms, meet with teachers and students to understand the progress of instructional systems and provide recommendations to the site leader.
- ❖ ***Leadership Growth & Development System (LGDS)*** is the district pilot principal evaluation system designed to support site leaders with continual growth and development and establish evidence of growth.
- ❖ ***Focused Annual Plan (FAP)*** (formally known as Big Rocks) are school site plans for student improvement through school programs, systems, and organization.
- ❖ ***Voluntary Resolution Plan (VRP)*** is a plan and agreement between the school district and OCR to address the disproportionate discipline of African American students.
- ❖ ***Universal Referral Form (URF)*** is a common referral form used at all sites in compliance with the VRP.