



Oakland Unified School District

School Interventions - Phase II

Schools in Program Improvement Year 4
Mandated interventions under NCLB

*Presentation to Board
February 9, 2005*



Agenda

- Introduction
- Options under NCLB and principles used in considering options
- Summary of letters received
- School AYP data and recommendations
- Next steps



Introduction

- 2nd phase 2005-06 School Interventions planning
- Outpouring of support & caring for schools.

Thank you!

- Short timeline & challenge to the community met by sincerity & passion of respondents
- Hard realities require hard choices



Introduction, cont.

Our goal today

To clearly describe process underway & next steps

Our desire

To retain our quality teachers

Our hope

That our teachers can weather this moment of uncertainty and the disruption of restructuring

Our focus

To make changes to create better schools



Agenda

- Introduction
- Options under NCLB and principles used in considering options
- Summary of letters received
- School AYP data and recommendations
- Next steps



Options by law for restructuring schools in PI Year 4

1. Reopen as a public charter school.
2. Contract with an entity, e.g., a private management company, with record of effectiveness, to operate the public school.
3. Turn school operation over to State educational agency, if permitted under State law and agreed to by State.
4. Replace all or most of school staff (may include principal) relevant to failure to make adequate yearly progress.
5. Any other major restructuring of school's governance that makes fundamental reforms to improve student academic achievement that has substantial promise of enabling school to make adequate yearly progress.

Both internal options (4 & 5) were considered before any external options (1-3).

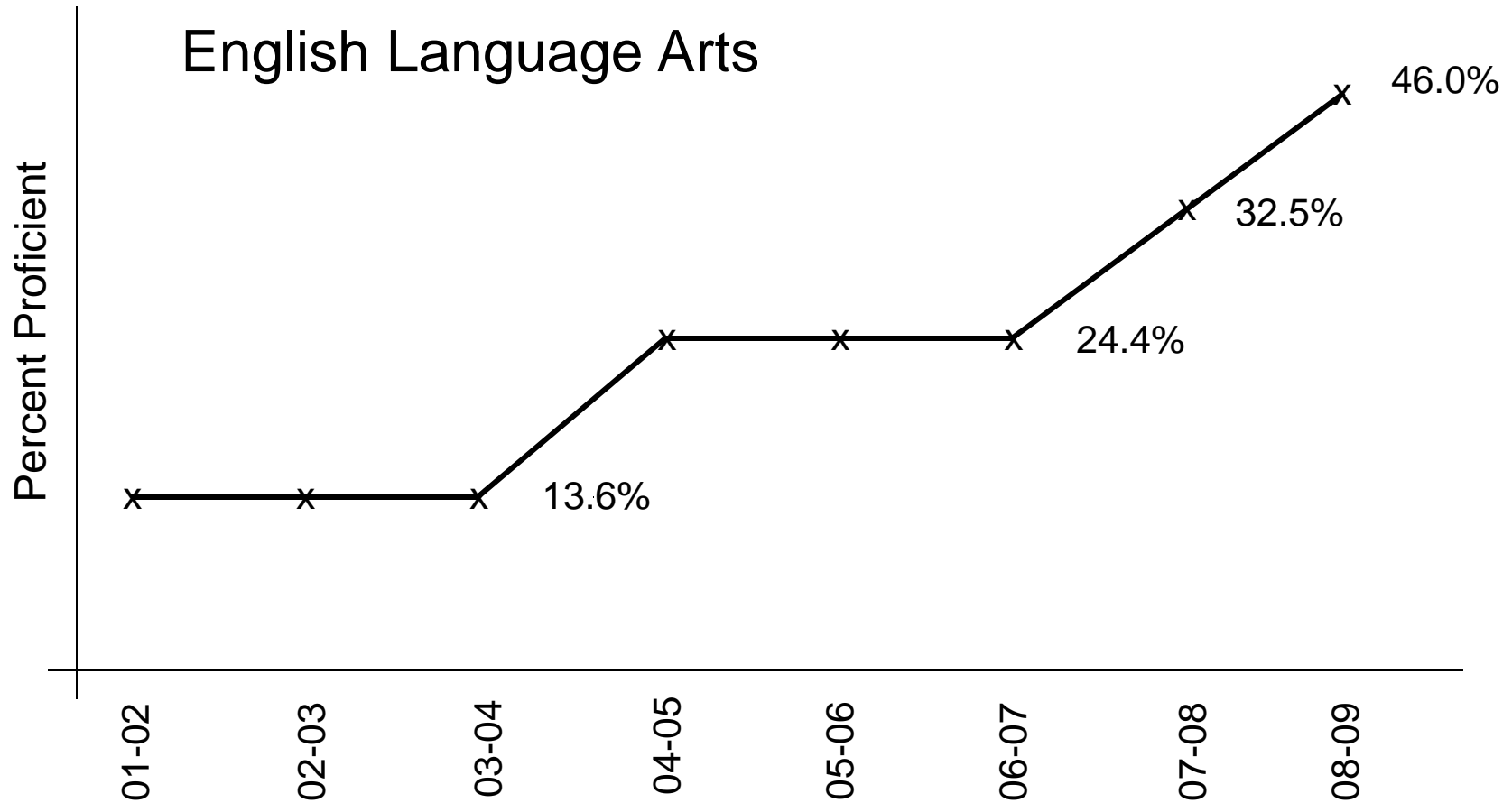


General principles used in evaluating **internal restructuring**

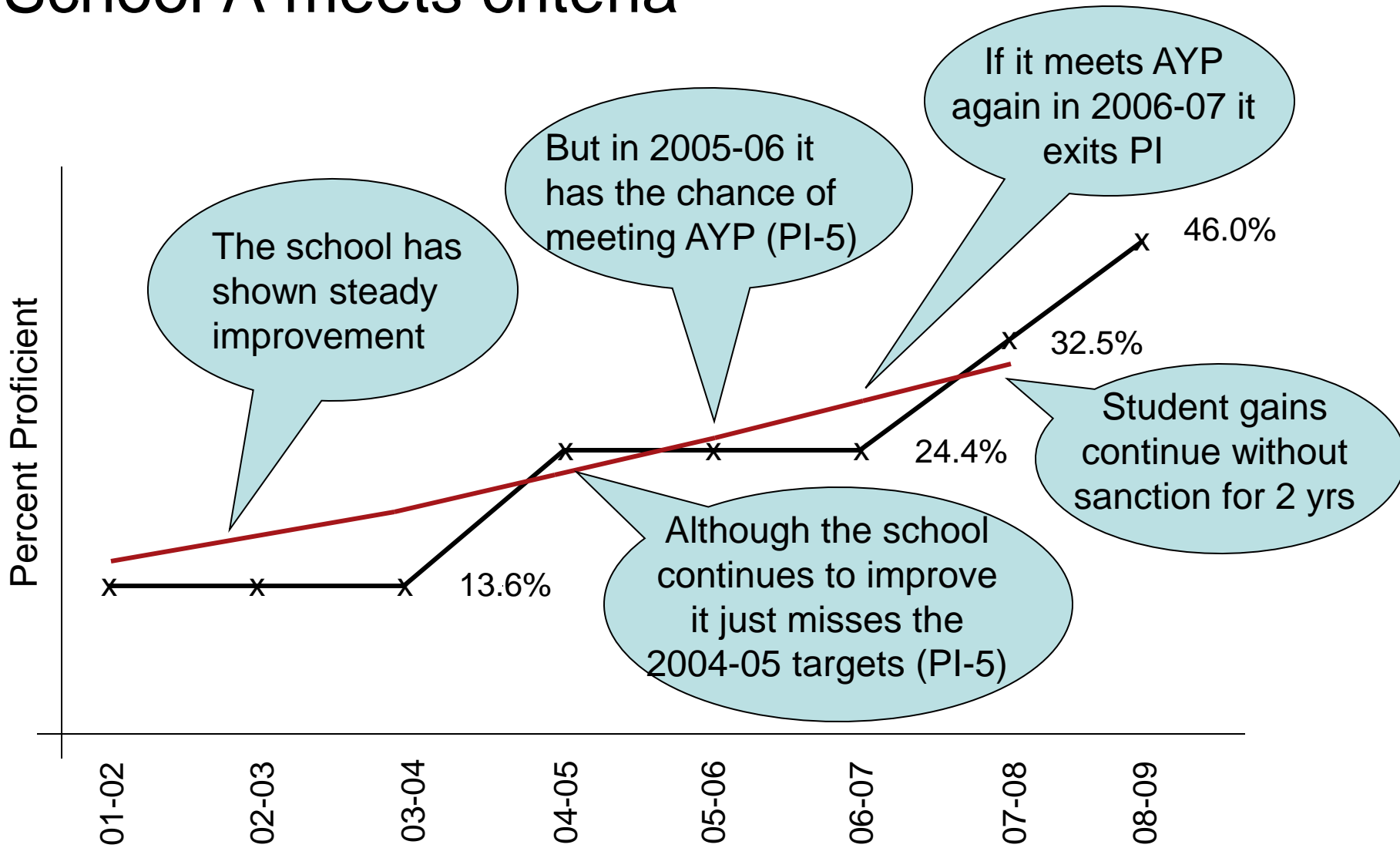
- Any restructuring within an existing school program must offer **substantial promise** that the intervention will allow school to **meet AYP targets**
- Only schools considered for this form of intervention
 - achieved (2004-05 target) **API 590 or greater**
 - **met school-wide targets** for 2003-04
(13.6% proficient in ELA & 16.0% proficient in Math)
- **Allendale** — **Sobrante Park** — **Stonehurst**



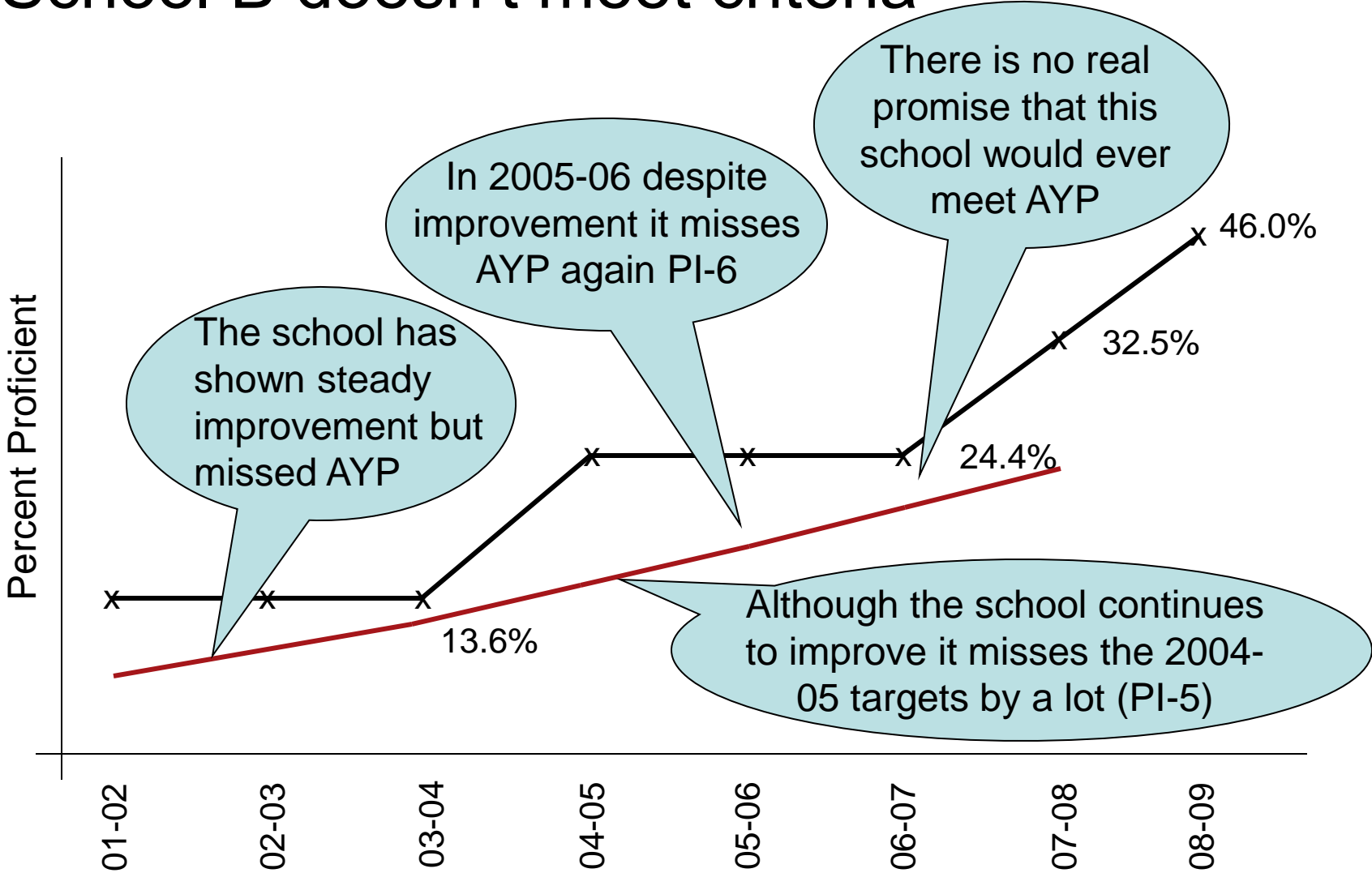
Why this criteria was used to guide **internal restructuring** within a school



School A meets criteria



School B doesn't meet criteria



New school creation:

A local restructuring option
that creates a new school
not in Program Improvement



New school creation, cont.

When OUSD supports the creation of a new school:

- **Leader** selected through rigorous & competitive process
- Leader forms **design team**
 - ✓ Teachers, parents, community members & other educators
 - ✓ Shared vision
 - ✓ Commitment to new relationships & partnership between stakeholder groups



New school creation, cont.

- Design team participates in **incubator** to
 - ✓ Study best practices
 - ✓ Develop shared vision of school program design & instructional practices that will result in high student achievement
- Design team hires **staff** committed to new school's vision & instructional program



General principles to evaluate internal option of **new school creation**

- Will this internal option **create a school** that is **not in Program Improvement**?
- Based on current results, does this internal option offers **substantial promise of meeting AYP**?
- Do **facilities & area demographics support** the creation of this new school?



General principles to evaluate internal option of **new school creation**, cont.

- Do respondents demonstrate
 - ✓ **Knowledge** of specific student population to be served?
 - ✓ **Capacity** to implement the approach?
 - ✓ **Engagement** of parents, community, teachers & staff?
- Reality check — Is idea fiscally doable?



General principles to evaluate internal option of **replacing staff**

- **Reconstitution** as a solution **implies**
 - Problem is the staff
 - Simply removing & replacing staff will produce the desired improvements
- **No data** at District suggests this would be an **effective** approach
- Therefore, District would **only** use
 - with another internal option
 - to support conditions for new school creation
 - or as part of a district/school-driven restructuring plan



General principles to evaluate external options - **contract or charter schools**

- Only considered **after** review of all internal options
- **If several letters** of interest received for **one school**
 - ✓ Evaluated letters against a rubric
 - ✓ Identified top one or two respondents



Agenda

- Introduction
- Options under NCLB and principles used in considering options
- Summary of letters received
- School AYP data and recommendations
- Next steps



Summary of letters of interest

INTERNAL RESTRUCTURING

- **Local ‘restructuring’:** Allendale, Highland, Lockwood, Sobrante Park, Webster
- **New school creation:** Allendale, Cox, Hawthorne 1, Hawthorne 2, Jefferson, Melrose, Prescott, Stonehurst 1, Stonehurst 2, Webster
- **‘Bridge restructuring’:** Melrose, Stonehurst



Summary of letters of interest, cont.

EXTERNAL RESTRUCTURING

- **Contract**
 - ARC associates (Mann)
- **Charter**
 - Education for Change (all but Prescott)
 - Teach, Inc. (Prescott)
 - Oakland Arts and Tech Academies (Prescott, Lockwood, Whittier)
 - Insight Education Group (Prescott)
 - First African Methodist Episcopal Church of Oakland (Prescott)
 - Allen Temple Baptist Church (Highland)



Summary of letters of interest, cont.

TARGETED SUPPORT

- Tolbert & Associates (Cox, Mann, Prescott, Webster)
- East Bay Agency for Children - PALS (Lockwood, Webster)
- Steven Andresen Arts Education (Hawthorne)
- East Bay Agency for Children - HFRC (Hawthorne)
- OCO/San Bernando Church (Lockwood, Melrose, Whittier)
- OCO (Stonehurst, Melrose)
- Tech Update Associates (Prescott)
- Prescott Circus Theatre (Prescott)
- Kaplan Reading & Math (Sobrante Park)
- Stonehurst parents and teachers (Stonehurst)



Summary of letters of interest, cont.

GENERAL SUPPORT (offered to 1-13 schools):

- Ed Tec
- Oakland Community Organizations
- Beverly Coleman
- Stan Pogrow
- America's Choice
- Mind Institute
- Rensselaerville Institute
- Hahn Associates
- WestEd
- Total School Solutions
- CA Charter School Association
- Parent, Teacher Home Visit Support Project
- Great Parents
- Kaplan K-12 Learning (Curr. Mgmt)
- Kaplan K-12 Learning (PD)
- Yvonne Baumeister
- Interactive Curriculum Solutions
- Teachscape
- Catapult Learning
- Richard Toft



Agenda

- Introduction
- Options under NCLB and principles used in considering options
- Summary of letters received
- School AYP data and recommendations
- Next steps



Allendale % Proficient

API = 658	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	19.5%	
African American	13.1%	
American Indian		
Asian		
Filipino		
Hispanic or Latino	13.3%	21.8%
Pacific Islander		
White		
Socioeconomically Disadvantaged	16.0%	
English Learners	17.8%	
Students with disabilities		14.2%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Allendale

Recommendations

1. Implement district and school-driven restructuring, including some staff changes
2. Manage school through Program Improvement Year 5 (anticipated) during 2005-06. Plan on meeting AYP & staying in Year 5 during 2006-07, then exiting PI in 2007-08
3. If Allendale does not show continued growth in 2004-05 test results, and therefore does not demonstrate substantial promise of exiting Program Improvement by 2007-08, re-evaluate this plan in September 2005



Cox % Proficient

API = 581	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	11.4%	22.9%
African American	10.3%	14.5%
American Indian		
Asian	7.6%	23.0%
Filipino		
Hispanic or Latino	11.3%	
Pacific Islander		
White		
Socioeconomically Disadvantaged	10.7%	22.5%
English Learners	11.8%	
Students with disabilities	3.5%	7.0%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Cox

Recommendations

1. Request interview with Education for Change to further evaluate this option
2. Make decision on whether to request a charter petition by February 15, 2005



Hawthorne % Proficient

API = 605	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	10.1%	24.8%
African American	6.0%	14.0%
American Indian		
Asian		
Filipino		
Hispanic or Latino	8.3%	22.1%
Pacific Islander		
White	10.5%	26.3%
Socioeconomically Disadvantaged	9.7%	24.2%
English Learners	9.5%	24.1%
Students with disabilities	2.1%	11.1%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Hawthorne

Recommendations

1. Request interview with Education for Change to further evaluate this option
2. Make decision on whether to request a charter petition by February 15, 2005
3. Evaluate facilities for the creation of a new, small school on the Hawthorne campus or vicinity
4. Based on facilities review, invite the Shared Evaluation Program design team to put forward a leader to apply to the incubator or accept a district-appointed design team leader



Highland % Proficient

API = 549	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	8.4%	14.6%
African American	12.5%	11.7%
American Indian		
Asian		
Filipino		
Hispanic or Latino	3.8%	14.3%
Pacific Islander		
White		
Socioeconomically Disadvantaged	8.4%	14.5%
English Learners	5.3%	15.6%
Students with disabilities	0.0%	12.5%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Highland

Recommendations

1. Request interview with Education for Change to further evaluate this option
2. Make a decision on whether to request a charter petition by February 15, 2005



Jefferson % Proficient

API = 553	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	10.2%	16.0%
African American	4.0%	4.1%
American Indian		
Asian	21.0%	
Filipino		
Hispanic or Latino	10.1%	16.7%
Pacific Islander		
White		
Socioeconomically Disadvantaged	8.9%	16.0%
English Learners	10.2%	18.4%
Students with disabilities	0.0%	6.5%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Jefferson

Recommendations

1. Request interview with Education for Change to further evaluate this option
2. Make a decision on whether to request a charter petition by February 15, 2005
3. Evaluate facilities for creation of a new, small school on Jefferson campus or vicinity
4. Based on facilities review, invite the Jefferson Dual Language Program design team leader to apply to incubator or, if not selected, to accept a district-appointed leader



Lockwood % Proficient

API = 565	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	8.9%	19.1%
African American	9.5%	11.1%
American Indian		
Asian	20.0%	25.0%
Filipino		
Hispanic or Latino	7.5%	24.3%
Pacific Islander		
White		
Socioeconomically Disadvantaged	8.8%	19.6%
English Learners	6.3%	23.2%
Students with disabilities	8.6%	13.0%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Lockwood

Recommendations

1. Request interview with Education for Change to further evaluate this option
2. Make a decision on whether to request a charter petition by February 15, 2005
3. Evaluate facility for best usage



Horace Mann % Proficient

API = 585	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	13.0%	20.2%
African American	20.3%	21.8%
American Indian		
Asian		
Filipino		
Hispanic or Latino	7.9%	14.2%
Pacific Islander	7.6%	23.0%
White		
Socioeconomically Disadvantaged	11.4%	19.7%
English Learners	7.0%	19.5%
Students with disabilities	3.3%	6.6%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Horace Mann

Recommendations

1. Request interview with ARC associates to further evaluate this option
2. Make a decision on whether to issue a contract school RFP, request a charter petition, or implement some other option by February 15, 2005



Melrose % Proficient

API = 575	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	4.5%	
African American	12.5%	
American Indian		
Asian		
Filipino		
Hispanic or Latino	4.1%	
Pacific Islander		
White		
Socioeconomically Disadvantaged	3.9%	26.4%
English Learners	3.3%	
Students with disabilities	3.5%	18.5%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Melrose

Recommendations

1. Implement district & school-driven restructuring, including some staff changes in Fall 2005
2. Invite Melrose design team leader to apply to new school incubator, or to work with a district-nominated leader, to plan for the opening of a new school in Fall 2006
3. If the leader is not selected, district will nominate a leader
4. If a satisfactory leader cannot be identified, a new RFLOI will be issued in the Fall 2005 seeking alternative governance of Melrose for Fall 2006.
5. Based on successful participation of the Melrose design team in incubator, open a new, small school in Fall 2006
6. If design team does not satisfactorily meet incubator requirements, a new RFLOI will be issued in the Spring 2006 seeking alternative governance of Melrose for Fall 2006.



Prescott % Proficient

API = 580	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	12.4%	20.9%
African American	12.1%	19.2%
American Indian		
Asian	25.0%	18.7%
Filipino		
Hispanic or Latino	10.7%	28.5%
Pacific Islander		
White		
Socioeconomically Disadvantaged	11.4%	20.6%
English Learners	11.1%	25.0%
Students with disabilities	0.0%	5.5%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Prescott

Recommendations

1. Invite Cultural Arts & Language design team leader to apply to new school incubator, or to work with a district-nominated leader, to plan opening a new school in Fall 2006. If the leader is not selected, district will nominate a leader. If a satisfactory leader cannot be identified, ongoing alternative governance for Prescott will be sought for Fall 2006
2. Based on successful participation of Prescott design team in incubator, open new, small school in Fall 2006. If design team does not satisfactorily meet incubator requirements, ongoing alternative governance for Prescott will be sought for Fall 2006
3. Explore possible 'bridge' solutions which may include partnership with Insight Group for the 2005-06 school year



Sobrante Park % Proficient

API = 600	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	15.5%	24.8%
African American		25.3%
American Indian		
Asian		
Filipino		
Hispanic or Latino	10.5%	26.2%
Pacific Islander	0.0%	16.6%
White		
Socioeconomically Disadvantaged	14.5%	24.3%
English Learners	9.2%	25.2%
Students with disabilities	0.0%	0.0%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Sobrante Park

Recommendations

1. Implement district and school-driven restructuring, including staff changes for Fall 2005
2. Invite a leader to apply for the New School Incubator that might possibly support the creation of a new school for the Sobrante Park/Madison families in Fall 2006 in partnership with the community
3. Evaluate 2004-05 test results and re-evaluate plan in September 2005



Stonehurst % Proficient

API = 607	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	15.6%	
African American		
American Indian		
Asian		
Filipino		
Hispanic or Latino	9.6%	
Pacific Islander		
White		
Socioeconomically Disadvantaged	14.5%	
English Learners	8.1%	
Students with disabilities	3.4%	3.4%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Stonehurst

Recommendations

1. Implement district and school-driven restructuring, including staff changes in Fall 2005
2. Depending on facilities review, invite Esperanza design team leader to apply to new school incubator, assign a district-selected design team leader to the Science, Math and Technology design team for the opening of 2 new schools in Fall 2006
3. If satisfactory leaders cannot be identified, a new RFLOI will be issued in the Fall 2005 seeking alternative governance of 1-2 Stonehurst schools for Fall 2006
4. Based on successful participation of the Esperanza and Science, Math and Technology design teams in incubator, open new, small schools in Fall 2006
5. If the design team(s) does/(do)not satisfactorily meet incubator requirements, a new RFLOI will be issued in Spring 2006 seeking alternative governance of Stonehurst for Fall 2006.



Webster % Proficient

API = 542	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	4.7%	16.7%
African American	4.6%	10.4%
American Indian		
Asian		
Filipino		
Hispanic or Latino	5.3%	23.1%
Pacific Islander	0.0%	0.0%
White		
Socioeconomically Disadvantaged	4.3%	18.6%
English Learners	4.4%	23.2%
Students with disabilities	0.0%	6.0%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Webster

Recommendations

1. Request interview with Education for Change to further evaluate this option
2. Make a decision on whether to request a charter petition by February 15, 2005
3. Invite MirMe design team to explore possibility of creating a new school for Fall 2007 pending a facilities review



Whittier % Proficient

API = 566	ELA (target = 24.4%)	Math (target = 26.5%)
Schoolwide	6.3%	20.7%
African American	9.5%	14.4%
American Indian		
Asian		
Filipino		
Hispanic or Latino	3.9%	22.3%
Pacific Islander		
White		
Socioeconomically Disadvantaged	5.8%	20.7%
English Learners	4.8%	22.9%
Students with disabilities	4.6%	13.9%

Note: Percentages shown are based on Spring 2004 test results. The target is for Spring 2005 test results.



Whittier

Recommendations

1. Request interviews with Education for Change and Oakland Arts and Technologies to further evaluate these options
2. Make a decision on whether to request a charter petition(s) by February 15, 2005



Summary of recommendations



 Decision pending  Decision made



Agenda

- Introduction
- Options under NCLB and principles used in considering options
- Summary of letters received
- School AYP data and recommendations
- Next steps

Next Steps

- **Letters** to internal & external respondents notifying them of decisions or pending decisions
- **Letters** to general respondents notifying them of process status & need to arrive at site decisions before engaging support
- **Interviews** with Oakland Arts and Technology Academies, Education for Change & ARC associates to determine decisions for pending eight (8) schools
- **Visits** to school communities to review status & thank them for their effort and commitment
- **Develop process** for improving local restructuring options at Allendale & Sobrante Park & for offering support

