OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School Portfolio Management:

Grade Configuration Change v5

Greenleaf Elementary: PreK-8

Beginning 2012-13

Strategy for maximizing assets

Grade Configuration Change

Grade configuration change represents the expanding of a school's grade configuration to serve either grades PK-8, PK-12 or 6-12. Approach would expect each school to grow each grade one year at a time. The proposal expects to analyze annually the educational benefits of the expanded grades and consider the educational benefits of additional grade configuration changes in other school settings. Grade configuration change proposals included here are intended to expand quality programs.

Strategy for maximizing assets

Recommendation:

Approval of a grade configuration change for Greenleaf Elementary to serve students in grades PreK to 8, beginning July 1, 2012.

• Greenleaf will enroll its current 5th grade students into 6th grade for the 2012 year, serving approximately 64 students. Each subsequent year they will add an additional grade level until the 2014-15 school year when the school would reach capacity, serving grades PreK to 8.

• The middle school program will serve two classes each in 6th grade, 7th grade, and 8th grade.

• The school will continue to operate at its current location. The school has enough space in its current facilities to add 6th – 8th grade classes to the campus. Facilities funding has been allocated for design and planning for a portable replacement project that is pending future Facilities resources for construction. This portable replacement project will allow for the facility to expand to accommodate auxiliary space needs of the expanded middle grades program.

Restructuring Proposals: Grade Configuration Change

BACKGROUND:

GRADE CONFIGURATION CHANGES

- **Beginning Fall 2010,** Central administration was contacted by school leaders and/or facilities dept to support specific schools facing urgent facility-related decisions & considering grade configuration changes.

- **Fall 2010,** Central administration hosted site visits to K-8 schools, and engagement events with leaders of local K-8 and 6-12 schools to explore benefits and challenges of these unique grade configurations.

- **Fall & Winter 2010,** Central administration was contacted by additional school leaders and school communities, seeking support to explore grade configuration changes.

- **Spring 2011,** Central administration developed preliminary *"Readiness Factors"* to assist in making recommendations to the Superintendent in consideration of possible grade configuration changes.

- **Spring 2011,** to support a systemic approach to evaluating grade configuration change proposals, all school leaders district-wide were invited to submit a Letter of Interest if their school communities were already engaged in meaningful consideration of grade configuration changes, prior to initial recommendations to the Superintendent.

- **Summer 2011,** meetings were held with all leaders proposing grade configuration changes to review Letters of Interest. Letters of Interest that contained challenges not likely to be resolved in the current year were encouraged to participate in a future cycle.

- **Fall 2011,** Board of Education directed Superintendent to develop Restructuring Criteria; among other programmatic priorities, such as STEM and high school re-design included within the criteria, grade configuration changes were included to provide the opportunity to initiate planning of Expanding School Plan in support of Superintendent and Board decision-making.

- **Fall 2011,** Grade configuration changes are not proposed as an alternative to school closure.

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Restructuring Proposal: **Grade Configuration Change Planning**

Expanding the grade configuration of a school to K-8 or 6-12.

Howley, C. (2002) Grade Span Configurations. *The School Administrator (Web Edition)*. Available: www.aasa.org/publications/sa/2002_03/howley.htm.

Wihry, D.F., Coladarci, T., & Meadow, C. (1992). Grade Span and Eighth-Grade Academic Achievement: Evidence from a Predominantly Rural State. *Journal of Research in Rural Education, 8*(2), 58-70.

Referenced in: "Grade Span Configurations: Essentials on education data and analysis from research authority AEL". (March 2005). District Administration (Web Edition). www.districtadministration.com.

Offenberg, R. (2001). The Efficacy of Philadelphia's K-to-8 Schools Compared to Middle Grade Schools. *Middle School Journal, 32*(4), 23-29.

Moore, D.W. (1984). *Impact of School Grade-Organization Patterns on Seventh and Eight Grade Students in K-8 and Junior High Schools*. Washington D.C.: U.S. Department of Education Office of Educational Research and Improvement.

Simmons, R.G., & Blythe, D.A. (1987). *Moving into Adolescence*. New York: Aldine De Gruyter.

Alspaugh, J.W. (1998). *Achievement Loss Associated with the Transition to Middle School and High School. Journal of Educational Research, 92*(1), 20-25.

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2011-12 GRADE CONFIGURATION CHANGE PLANNING PROCESS
Part A

Expanding School Design Team

September 23, 2011:
Submit:
Initial proposal for school expansion
Feasibility Analysis (summary version)
Evidence of **at least one** staff/community engagement regarding expansion

September 27, 2011:
Establish a site-based study team to:
Explore the benefits and implications of school expansion
Develop a thorough Feasibility Analysis
Host community engagement event(s)

October 25, 2011:
Conduct **one or more** community engagement event(s) to share initial ideas for school expansion and gather signatures of support
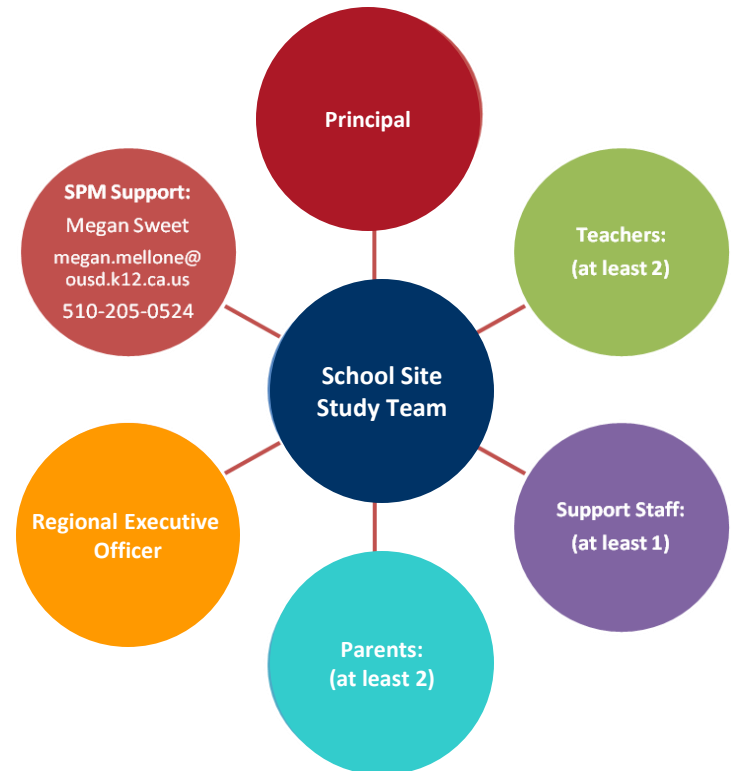Complete Feasbility Analysis

November, 2011:
Presentation to Board of Education on **key benefits and trade-offs** of proposed expansion for **Life Academy**

December and January:
Presentation to Board of Education on **key benefits and trade-offs** of proposed expansion.
December 14, 2011: Greenleaf and Sankofa
January 11, 2012: La Escuelita and Madison

Principal

Teachers:
(at least 2)

SPM Support:
Megan Sweet
megan.mellone@ousd.k12.ca.us
510-205-0524

School Site Study Team

Support Staff:
(at least 1)

Regional Executive Officer

Parents:
(at least 2)

Part B

Not Later than December 14, 2011

Decision by Board of Education regarding expansions.

Restructuring Proposal: Grade Configuration Change Planning
SUMMARY:

Grade Configuration Change School Design Team will develop <u>Expanding School Plans</u>

PLAN - PART A: DUE December 1, 2011

- **Framing of compelling rationale for expansion**
- **Description of how the current program/s meet goals of the Strategic Plan**
- **Identify value-add components of program/s**
- **Identify Key Practices**
- **Complete Feasibility Analysis** *(staffing, enrollment, facilities)*

DECEMBER 14, 2011 Decision-Making re: Grade Configuration for 2012 and 2013
*(**November 9, 2011** re: Schools requiring new student recruitment beginning 2012)*

PLAN - PART B: *If approved* DUE March 13, 2012

- **Expanding-up program planning**
- **Roll-out of implementation plan**
- **Operationalizing of program, i.e. staffing, budget, enrollment**
- **Identify central supports needed**
- **Identify structural supports needed**

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Evaluation Criteria

Grade Configuration Change: Evaluation Criteria

CRITERIA OVERVIEW	
Schools pursuing grade level expansion will be evaluated for candidacy in the following *Readiness Factors*, listed in order of significance:	
STEP 1	Is there a Compelling Rationale for Grade Level Expansion
STEP 2	Is there Demonstrated Staff and Family Interest in Grade Level Expansion
STEP 3	Is there Demonstrated Leadership and Staff Capacity to Support Grade Level Expansion Planning and Implementation
STEP 4	What are the results of the Analysis of Facility Capacity to Support Grade Level Expansion
STEP 5	What are the results of the Analysis of Demographics and Enrollment Implications
EVALUATION	

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Why Expand Grade Configurations?

- As the District develops Full-Service Community Schools, students would benefit from sustained relationships and the ability to receive timely intervention and supports that endure through various developmental stages.

- The District loses significant numbers of students during the transitions from elementary to middle school and from middle school to high school. The district hopes to increase the available options for families to consider how best to support their children as they progress from one grade to the next.

- Currently nine K-8 charter schools and five 6-12 charter schools operate in Oakland. This is more than the total number of K-5 and 9-12 charter schools in Oakland. These are popular school options for families and families have frequently indicated that they choose these schools specifically to access their grade unique configurations.

- Our existing K-8 and 6-12 schools are incredibly popular and host long waiting lists.

What may be the impact on school facilities?

Each school facility is being evaluated in the following four categories.

- **Category A**: Existing capacity to accommodate <u>current</u> grade configuration

- **Category B**: Existing capacity to accommodate <u>new</u> grade configuration

- **Category C**: Facility upgrades/ modifications needed to accommodate <u>core academic</u> program – specifically the courses needed to successfully complete the program

- **Category D**: Facility upgrades/ modifications needed to accommodate <u>full program</u> needs, including amenities that support extra-curricular activities, electives, and other supports and services.

GREENLEAF
elementary school

Academic excellence is our goal. Community is our foundation. Together, we work and live by the Greenleaf Principles of Learning: Determination, Pride, Integrity, and Inquiry

GREENLEAF

Academic excellence is our goal
Community is our foundation

Greenleaf Elementary

Our vision:

Academic excellence is our goal. Community is our foundation. Together, we live and work by the Greenleaf Principles of Learning: Pride, Integrity, Inquiry, and Determination

Our mission:

Long term: 90% Prof in ELA and Math
2011-2012: 67% in ELA; 88% in Math

Our Objective:

Ensure accelerated academic achievement for all students in a safe. loving, caring environment

Our Priorities:

Priority 1: Effective instruction, focused on results rather than activities, that meets all students' needs.
Priority 2: School environment where all students and families feel safe, loved, and cared for
Priority 3: Professional adult culture where all team members are supported, valued, and challenged to be the best they can be

Our Actions:

Facilities	Resource Management	Data Cycle	Curriculum and Instruction	Professional Devlpmt

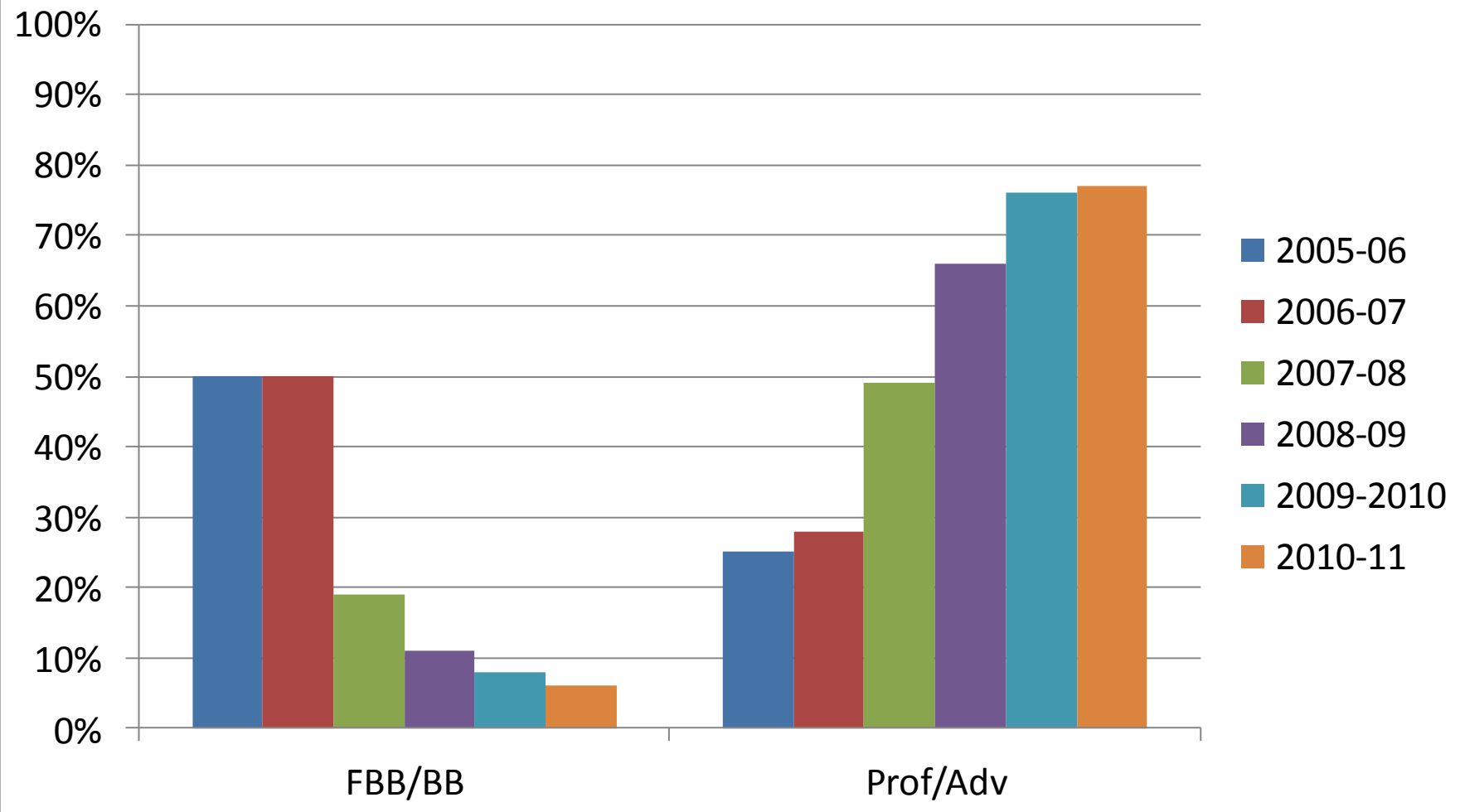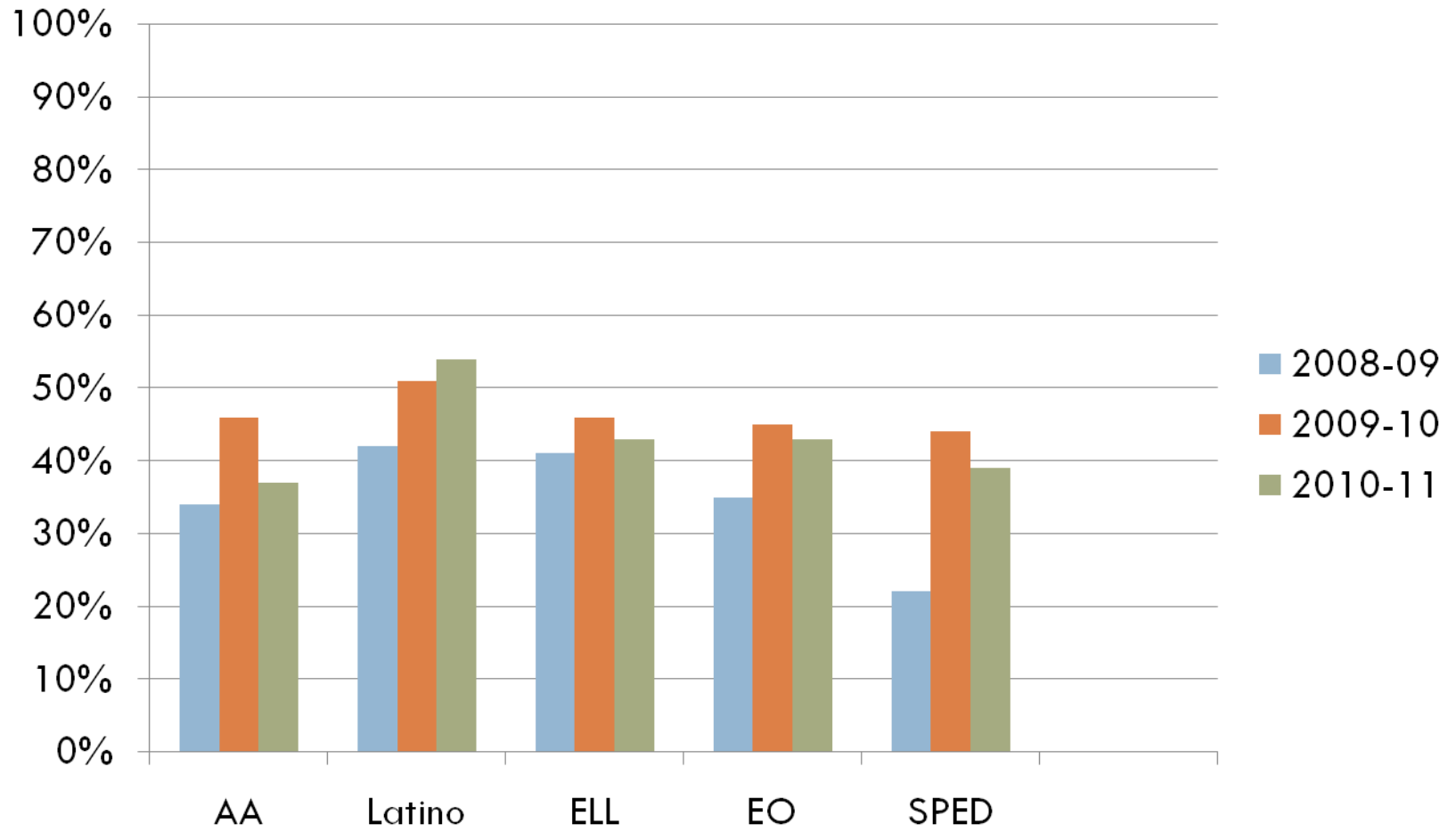| Family communication	Safety	School Operations

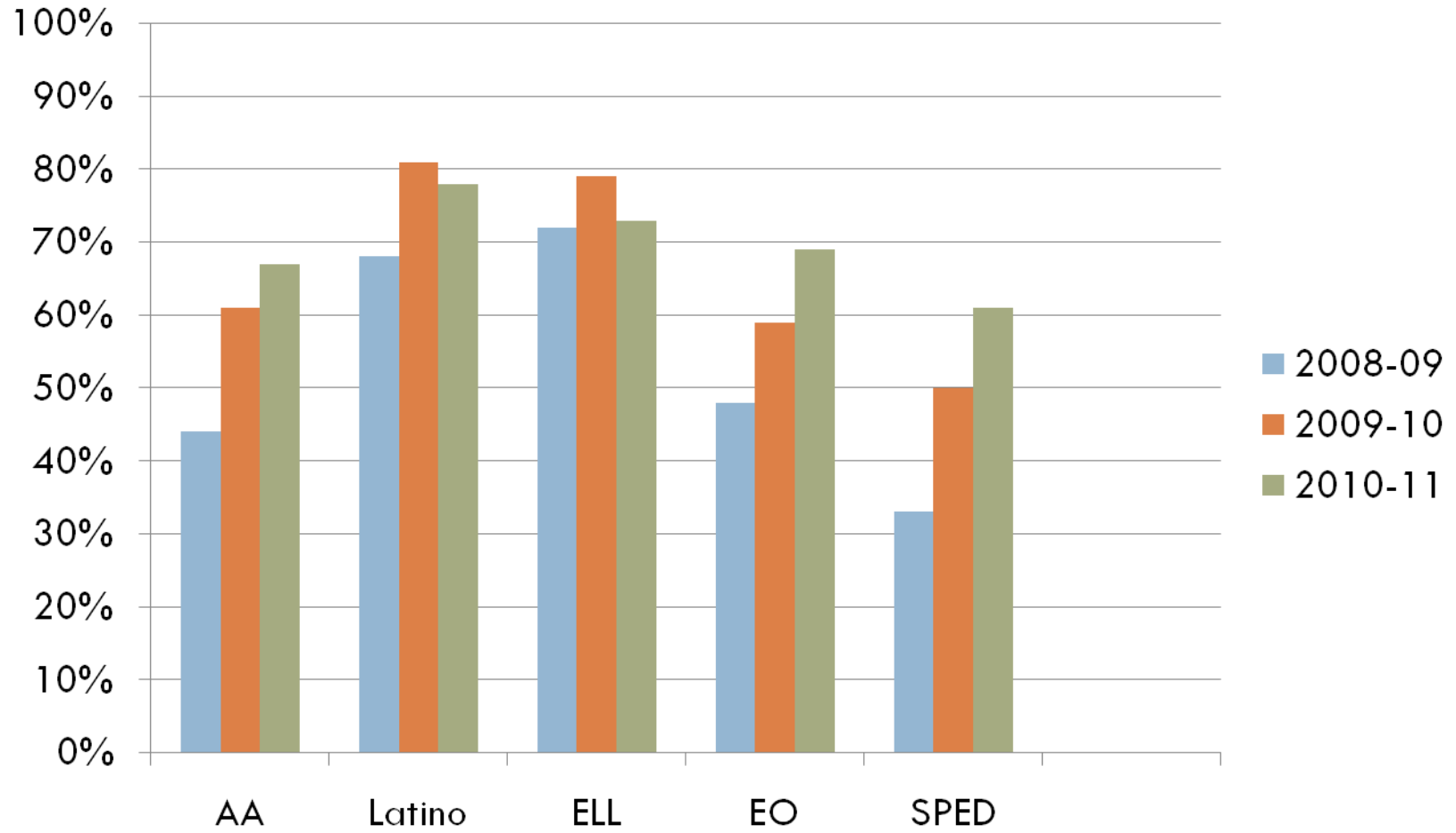# ELA CST Results over time Whittier to Greenleaf
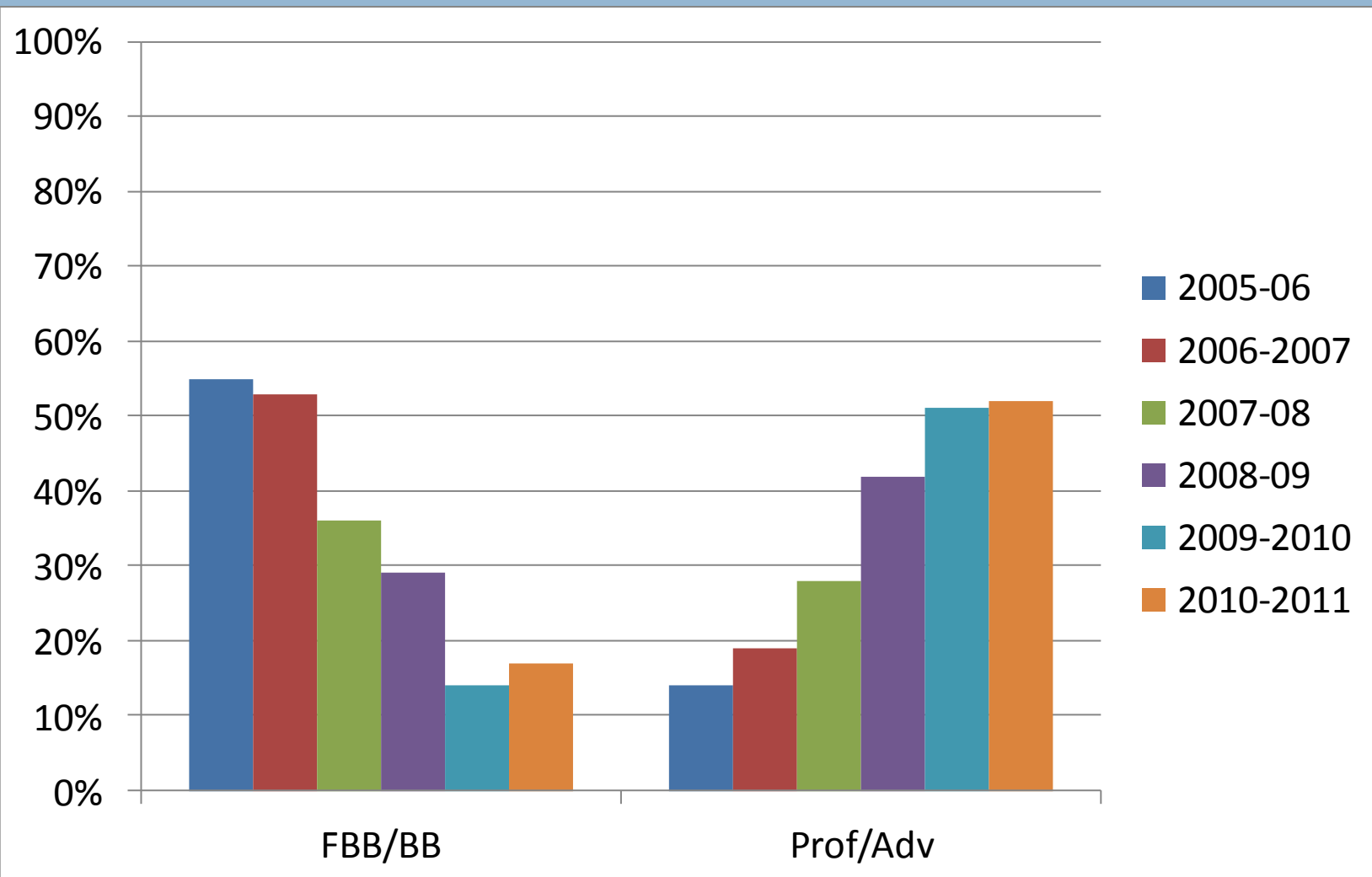
Math CST Results over time Whittier to Greenleaf

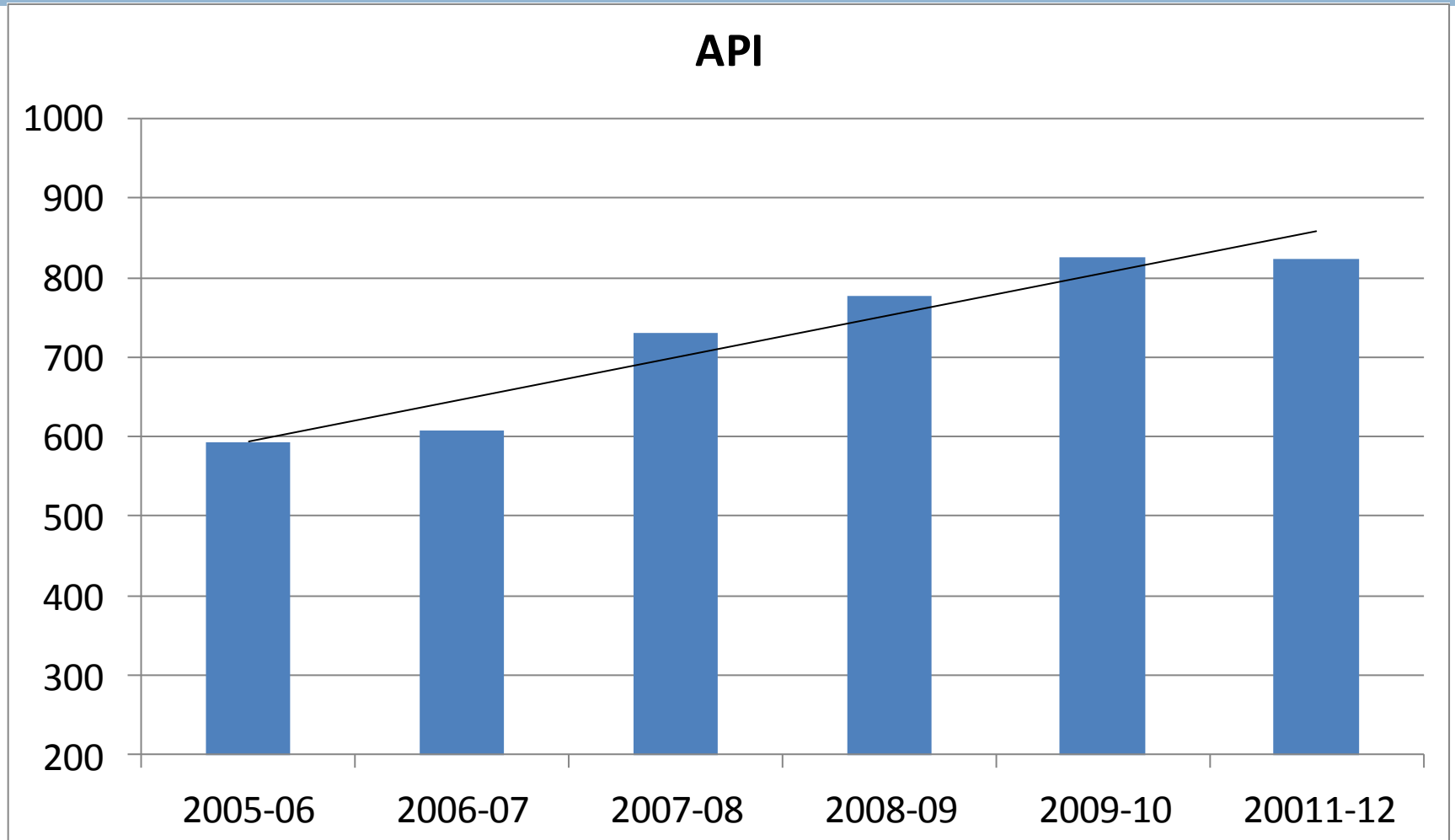# ELA CST Subgroup Proficiency
3 Year Comparison
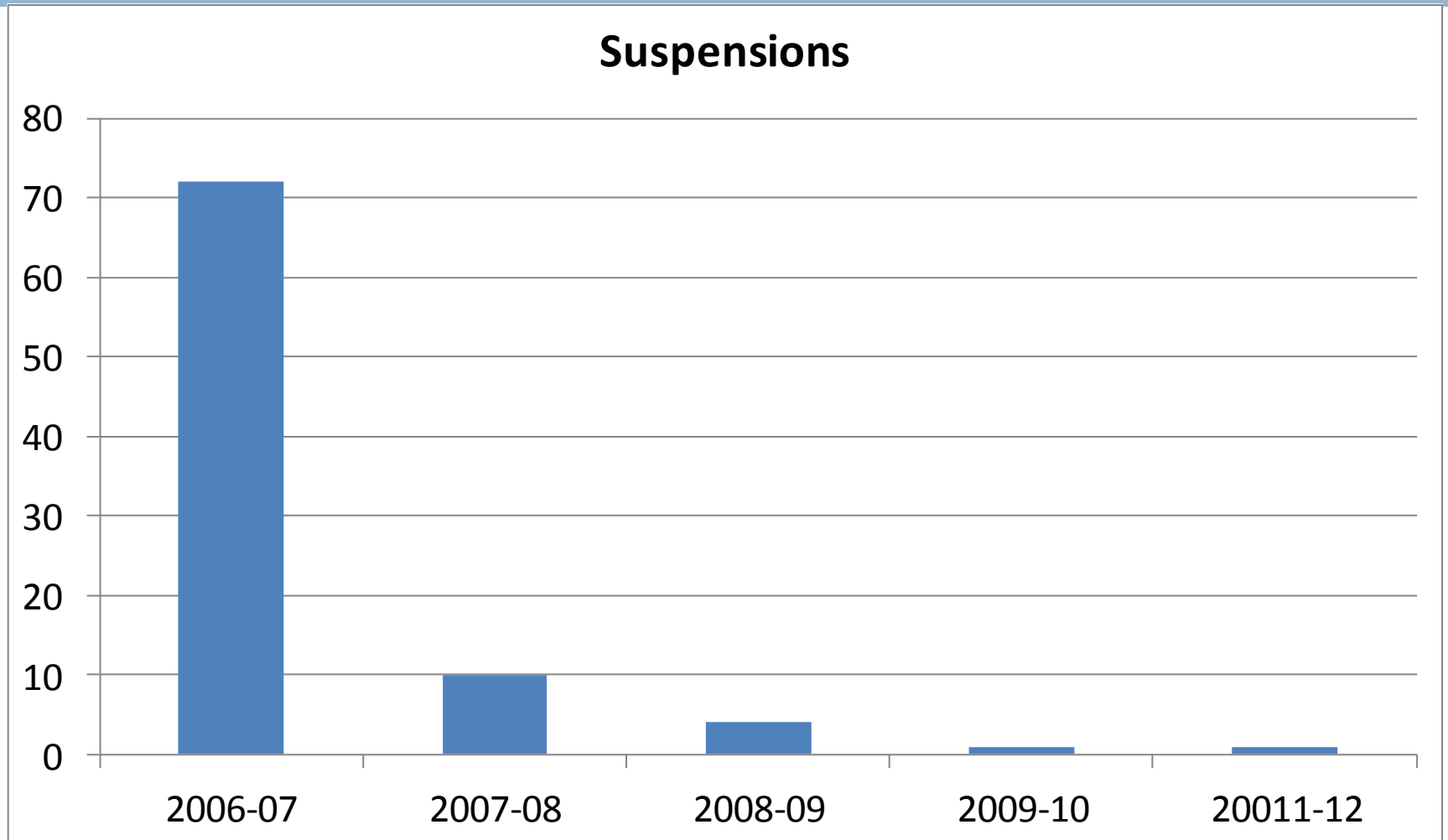
Math CST Subgroup Proficiency 3Year Comparison

API Results over time Whittier to Greenleaf

Suspension data over time Whittier to Greenleaf

Compelling rationale: Acceleration

- Although we have seen success in accelerating achievement, still are not where we need to be for our kids to be competitive in college and beyond.
  - Goal is to be competitive not with just East Oakland or OUSD schools, but also with Marin, Piedmont, etc.
- Rigorous instruction K-8
  - Skills vs. thinking
  - Academic language and literacy
  - College prep focus

Our Scholars

Greenleaf Elementary

Theory of Action 2011-2012

ELA 52% P/A

Math 76% P/A

Science 14% P/A

Non-fiction Reading and Writing	**Rigor**	**Independent Reading and Writing**

ELA 90%

Math 90%

Science 90%

Math Science Social Studies	Academic Language and Literacy Questioning Student Dialogue and Discussion	Daily Quality and Accountability Teacher Feedback Motivation and Interest

Principles of Learning

Data Cycle

Parents as Partners

Compelling rationale: Relational Trust

- Clear vision that is totally centered around students and their success
- Building on already strong relationships
- Relational trust with stakeholders
- Relational trust + more Time = opportunities to impact student trajectories

Compelling rationale: Accountability

- Data-driven instruction and decision-making keep focus strictly on kids
- Not just about trust, about what that trust allows us to do: Walk our walk and talk our talk
- Parent Representatives
  - Parent leadership model based on parents as partners
  - Authentic feedback and communication loop

Strategy for maximizing assets

Recommendation:

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