



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Lionel Wilson College Preparatory Academy

2016-17 Measure N Commission Presentation



Presented by Principal Michelle Cortez

Presented to Measure N Commission

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Grounded: Root-Cause Analysis

LWP students are graduating at very high rates and being accepted to four-year universities. Most stay with us from 9th to graduation and show strong academic achievement by their junior year BUT...

- Alumni struggle to successfully complete college and transition to a career.
- About 24% of students (especially male Special Education students) are transferring out before graduation.

Because...

- Only 15% of students began the year reading at grade level
- Insufficiently rigorous and CCSS aligned curriculum historically
- Some students, particularly male and SPED, do not see a viable path through Wilson Prep to a meaningful future
- Students haven't had the opportunity to explore their passion and purpose for post secondary success



Implementation Successes - Pathways

- Pathway activities **infused into** Student Led Conferences, College Real Talks, elective and college class choices, class PBL projects
- Greater offerings of **pathway aligned electives and college classes**
- **Individualized pathway mentoring** for all juniors, seniors, and BUILD students culminating in a robust **senior portfolio that plans post-secondary pathway**
- **Partnerships** with cornerstone pathway organizations and College of Alameda
- All high school students have **chosen a pathway** and are either declaring or exploring it
- All school PBL based **exhibitions**



Pathway	Exploring	Declaring
Community Change	10%	3%
Business	11%	9%
STEAM	31%	20%
Liberal Arts	11%	5%



Implementation Successes - General

- Successfully managed four major change initiatives simultaneously
 - Initiated **college and career pathway** program
 - New **CCSS/NGSS aligned curriculum** in ELA, Math, and Science
 - Transitioned to **block scheduling** to create more elective choices, more time in ELA and math, and fewer students per teacher
 - All staff members taught a school wide **universal literacy block** with ELA and SPED teachers teaching **literacy intervention small groups**
- Literacy program is showing strong initial results
 - Average reading levels showed **0.83 years of growth in five months**
 - ELL and SPED students grew at or above the rate of the general student body
 - **Thirteen percentage point drop** in the number of students reading significantly below grade level



Implementation Challenges

- Challenges **implementing new curricula**: teacher fidelity, greater rigor for students, and technology challenges
- **Block schedule used for whole class instruction** rather than differentiation
- Huge literacy initiative roll out, curriculum shifts, and schedule transition **crowded out other initiatives**
- Pathways are **not yet resulting in a school wide culture shift** that provides meaning to students' school experience
 - No improvement on percent of students leaving the school, routinely misbehaving, or chronically absent
 - Suspension rate hovers around 5%
 - Hypothesis: target students still do not see a viable path for themselves through Wilson Prep to a meaningful future.



Learning from Implementation Year 1

**Dedicated
time in the
daily schedule
helps ensure
that initiatives
become
embedded in
school culture**

- Regular, **dedicated time** during the school day is important to move initiatives forward
- We can move the needle with **small group intervention** that has clear curricula, thoughtful assignment of students, regular meeting schedule, and ongoing support for adults implementing it
- Having a **specialist** monitor and support intervention initiatives make them more successful
- We can only manage so much change at a time. In order to build momentum, we need to **reduce the number of major changes** we make this year



Moving forward

**Pathways
create a
culture shift
by organizing
student
activities and
making them
meaningful
and relevant**

- New **freshman seminar** pathway exploration course
- Distribute pathway work more broadly so that pathways are **more consistently promoted**
- Assign **case managers** to support students struggling the most to find a place for themselves at Wilson Prep
- Move **STEAM/PBL expert to coordinator role** to focus on building out the STEAM pathway
- Create **small group math intervention** structure that mirrors successful small group literacy intervention structures and re-adopt 6-8 math curriculum
- **Stay the course** on literacy; block schedule; curriculum; electives; and current pathway components such as partnerships, portfolios, college classes, mentoring, etc.



2017-18 Measure N Budget Allocations

Expense	Description	Rationale
\$40,000	Partial funding for Measure N Coordinator	Build pathway program (with a focus on STEAM) and support ongoing implementation
\$40,000	Partial funding for Literacy Coach	Maintain and improve successful literacy initiative to improve reading levels, college and career readiness, and SBAC scores
\$40,000	Partial funding for Numeracy Coach	Mirror successful literacy small group in math to improve math SBAC scores, college and career readiness, and STEAM pathway opportunities
\$30,000	Partial funding for freshman pathway seminar instructor	Assist 9th graders to meaningfully choose a pathway and plan their high school experience
\$29,300	Partial funding for additional teachers needed to maintain block schedule	Block schedule permits more elective options for students to pursue pathways and permits greater individualized attention from teachers focused on fewer students/grade levels

Implementation Year 2

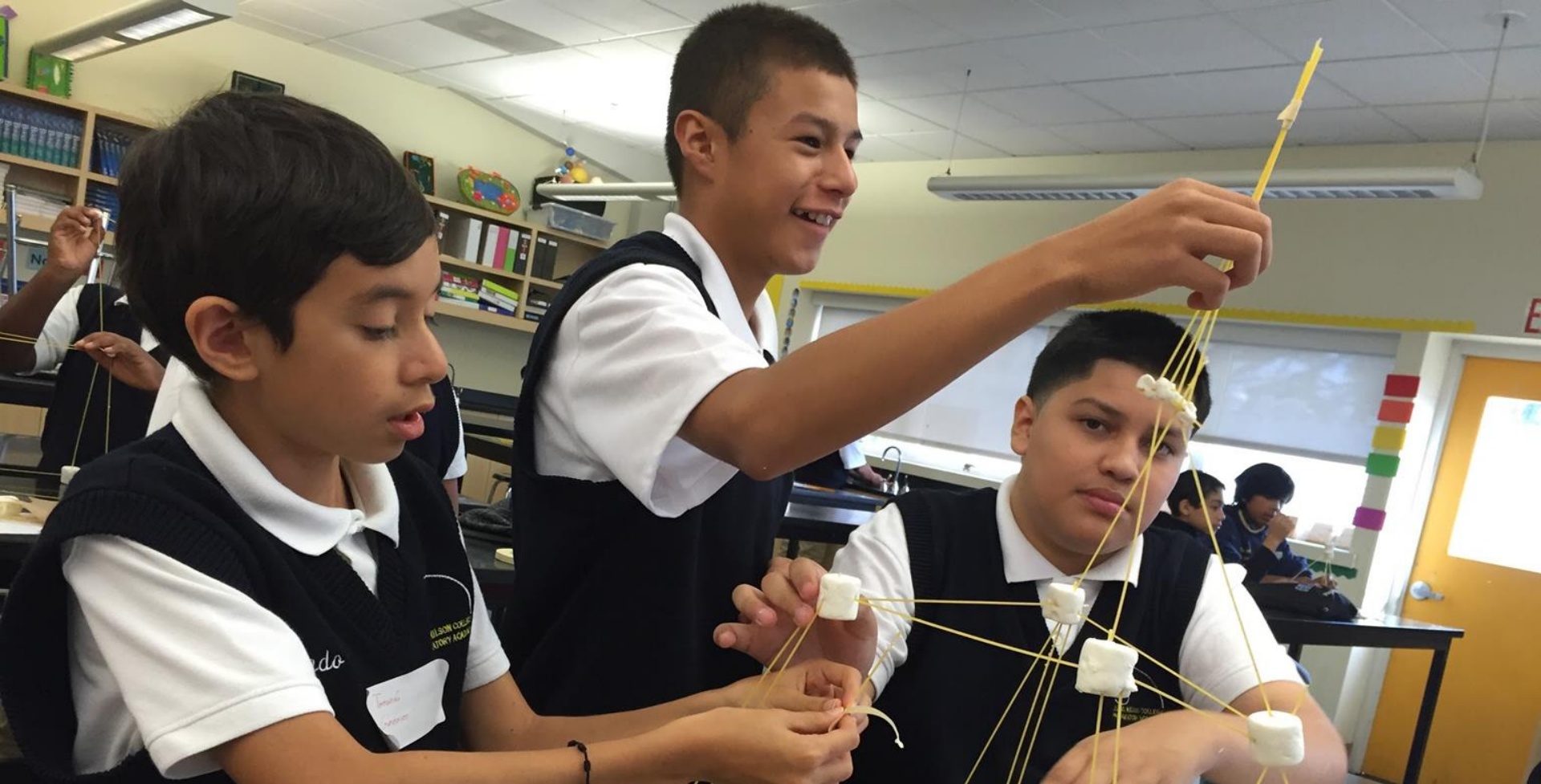
Data Collection and Response Plan

Key Question 1: Do students see school as relevant and preparing them for a meaningful future?

- Weekly cycles of inquiry for infractions and case management loads
- Weekly grade level meetings to review and respond to culture and pathway data
- End of semester student culture survey and response planning

Key Question 2: Do students have the necessary skills to succeed in college and career?

- Biweekly department meetings to review data and plan responses
- Quarterly lexile and quantile assessments to guide literacy and numeracy interventions
- Quarterly interims/unit assessments and data analysis days



EVERY STUDENT THRIVES!



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