



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

ARISE High School

2016-17 Measure N Commission Presentation



Presented by Liz Solis

Presented to Measure N Commission

Insert Date

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Grounded: Root-Cause Analysis

	Challenges	Root Causes
Year 1	<ul style="list-style-type: none">● Cohort Graduation Rate	<ul style="list-style-type: none">● 5 period schedule● Earlier Tier 2 Interventions● Additional academic support
	<ul style="list-style-type: none">● Persistence and Academic Readiness	<ul style="list-style-type: none">● Inconsistent curriculum● Concurrent Enrollment● Intentional and regular engagement related to College & Career
	<ul style="list-style-type: none">● Address Chronic Absences	<ul style="list-style-type: none">● More types of interventions● Identification of resources needed● Referral to outside care
	<ul style="list-style-type: none">● Low Math SBAC Scores	<ul style="list-style-type: none">● Teacher turnover● Outdated Math curriculum● Developing Culturally Relevant Math Curriculum● Earlier Intervention in Math



Implementation Successes

	Challenges	Root Causes	Successes
Year 1	Cohort Graduation Rate	<ul style="list-style-type: none"> ● 5 period schedule ● Earlier Tier 2 Interventions ● Additional academic support 	<ul style="list-style-type: none"> ● Developed alternative graduation plans for students who have IEP's and 504's earlier in the year/grade. ● Provided "boot camps" during breaks ● Restructuring our schedule for 17-18
	Persistence and Academic Readiness	<ul style="list-style-type: none"> ● Inconsistent curriculum ● Concurrent Enrollment ● Intentional and regular engagement related to College & Career 	<ul style="list-style-type: none"> ● College Math Course ● Spanish Dual Enrollment ● College & Career Symposium
	Address Chronic Absences	<ul style="list-style-type: none"> ● More types of interventions ● Identification of resources needed ● Referral to outside care 	<ul style="list-style-type: none"> ● Piloted Project Engage (mentoring & tutoring) ● Student Success Advisor ● Seneca Unconditional Education Model
	Low Math SBAC Scores	<ul style="list-style-type: none"> ● Teacher turnover ● Outdated Math curriculum ● Developing Culturally Relevant Math Curriculum ● Earlier Intervention in Math 	<ul style="list-style-type: none"> ● Dean of STEM ● Blended Learning ● NWEA Data Dives ● Benchmark Assessments Developed



Implementation Challenges

	Challenges	Root Causes	Challenges
Year 1	Cohort Graduation Rate	<ul style="list-style-type: none">● 5 period schedule● Earlier Tier 2 Interventions● Additional academic support	<ul style="list-style-type: none">● Limited resources and capacity
	Persistence and Academic Readiness	<ul style="list-style-type: none">● Inconsistent curriculum● Concurrent Enrollment● Intentional and regular engagement related to College & Career	<ul style="list-style-type: none">● Planned staffing did not come to fruition
	Address Chronic Absences	<ul style="list-style-type: none">● More types of interventions● Identification of resources needed● Referral to outside care	<ul style="list-style-type: none">● Seneca staff learning curve
	Low Math SBAC Scores	<ul style="list-style-type: none">● Teacher turnover● Outdated Math curriculum● Developing Culturally Relevant Math Curriculum● Earlier Intervention in Math	<ul style="list-style-type: none">● Students are struggling with numeracy● More consistent data dives



Learning from Implementation Year 1

Capacity is everything

With the reorganization of our leadership team we weren't able to intentionally plan and continue pathway development intentionally. We have so many of the moving parts in place but they feel haphazard and lack cohesion. That is not the experience I want my students or teachers to have. For the 17-18 school year we are tasked with answering: "What is the instructional vision and desired experience for students that will drive the pathway?" and we will need to take a step back to further inquire with our community around this question.



Moving forward

**Own it.
Learn from it.
Do something
about it.**

Strategies for Improvement

Provide all English Learners with integrated ELD instruction and designated ELD targeted to their proficiency level, in alignment to the new ELD standards and designed to support them in achieving English proficiency.

Align our mathematics program to the common core so that our students experiences in mathematics more closely mirrors what they will encounter in the SBAC.

To build strong school culture and systems that support students' achievement, grades, attendance and behavior across the 9-12 span

Designate pathway coordinator that will collaborate with school community (staff, students, and families) to develop vision for Agents of Change pathway.

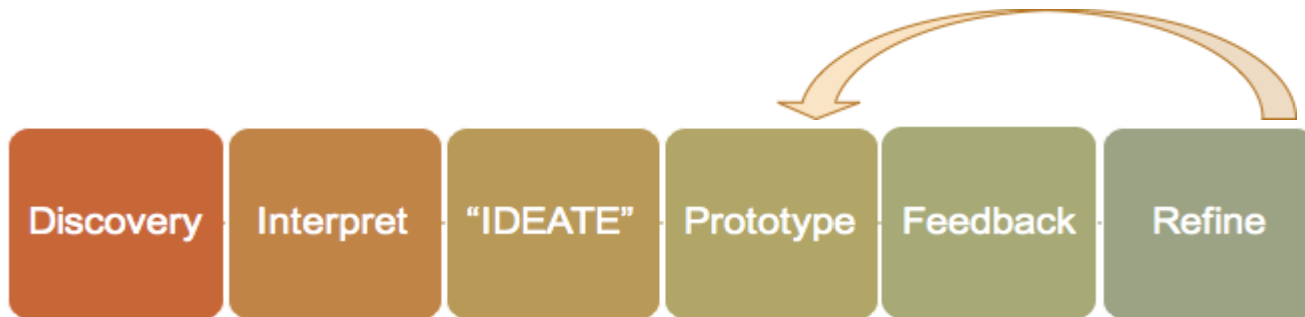


2017-18 Measure N Budget Allocations

Expense	Description	Rationale
\$5000	Literacy for Liberation Course Materials	Designated Literacy course to support struggling readers and EL's
\$50,000	Project Engage Programming	Continue supporting the targeted intervention of high needs students in 9th and 10th grade
\$20,000	Numeracy course curriculum and materials	Development of 9th grade numeracy course and materials
\$64,575	Numeracy Teacher	Teach 5 sections of numeracy for incoming freshmen and designated sophomores
\$50,000	Pathway Coordinator	Collaborate with school community (staff, students, and families) to develop vision for Agents of Change pathway Collaborate with teachers to incorporate pathway aligned content into their courses Lead AoC Design Team

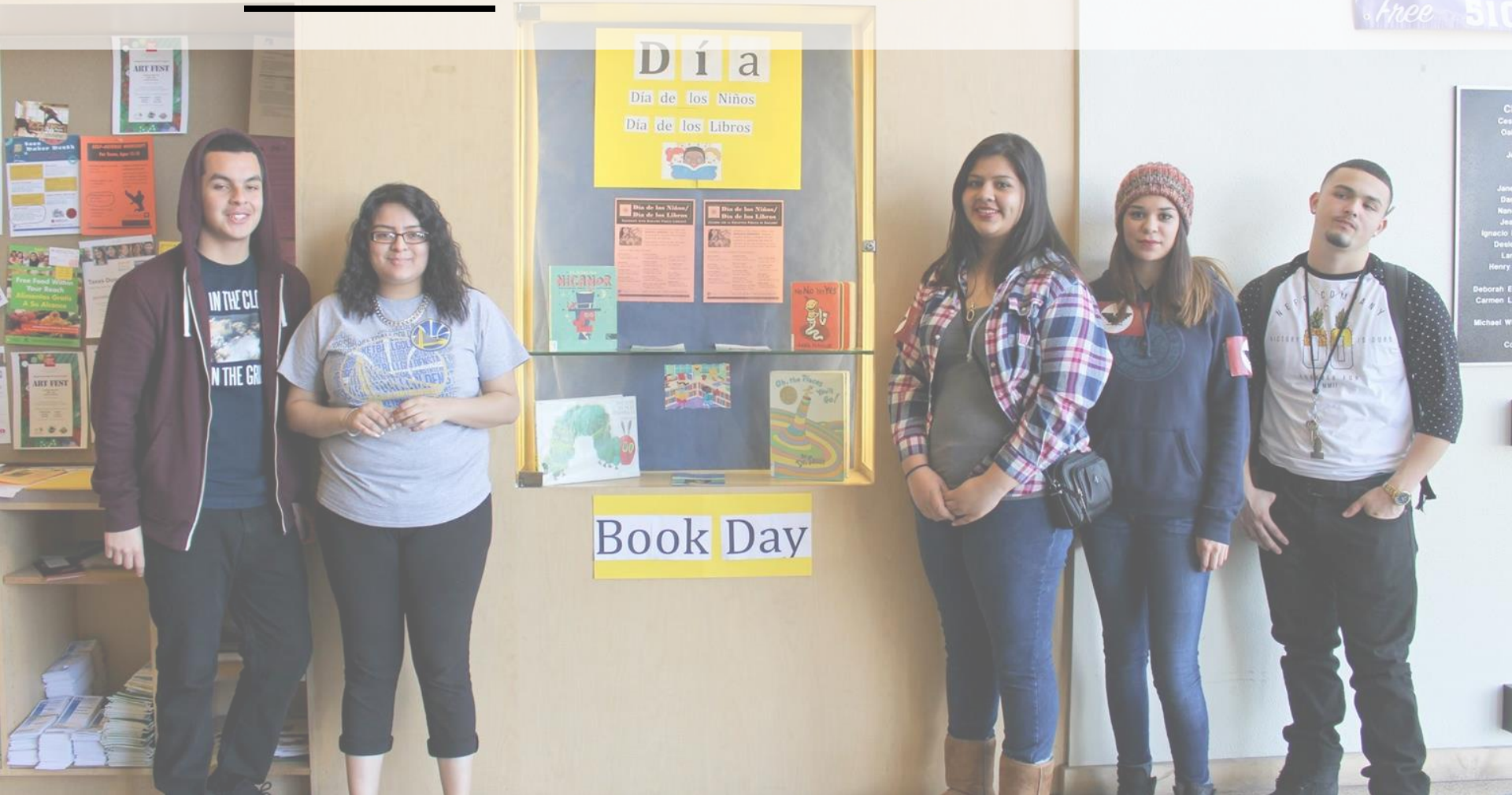
Implementation Year 2

Our plan for ongoing reflection will be through establishing a new design team that will meet quarterly (co-planned and facilitated by Head of School and Pathway Coordinator). In order to engage in a continuous cycle of improvement by adopting a Change Design Approach.



Adopted from Pivot Learning Partners

EVERY STUDENT THRIVES!



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