OAKLAND UNIFIED SCHOOL DISTRICT | Community Schools, Thriving Students

Students' Journeys to High School Graduation

New Graduation Requirements

New Standards/Demands

Community Schools, Thriving Students

Agenda (1 of 2)

I. College & Career Readiness for All Students (Pre-K to 12)
   A. New Demands: Common Core & Next Generation Science Standards
   B. New Requirements – New Systems ("a-g")
   C. Demands of the New Standards: English Language Arts (ELA), Science, Math, Greater Written/Oral Discourse
   D. Distance from Desired State *(Where are our students in relation to college and career readiness?)*
   E. New and Overall Needs for Teachers, Principals, and the District
   F. Shifts in Practice

II. Roadmap & Looking Forward
   A. Overview: Rollout for Oakland Unified School District (OUSD) & California
   B. Seven Areas of Focus: Year 1 – Year 3 Roadmap
   C. 2011-12 Improvement Goals & Benchmarks
   D. 2011-12 Pre-K to 12 Examples
   E. Outcomes
   F. What's Different for Students?

Agenda (2 of 2)

III. Case Study 1 – Science, Technology, Engineering & Mathematics (STEM)

IV. Case Study 2 – High School Graduation

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   A. 2010-11 Pathway/Academy Student Data Report
   B. 2011 Scholastic Reading Inventory Data (SRI)
   C. OUSD Literacy Framework *(A Working Document)*

I. College & Career Readiness for All Students (Pre-K to 12)

A. New Demands: Common Core State Standards (CCSS) & Next Generation Science Standards (NGSS)
B. New Requirements – New Systems ("a-g")
C. Demands of the New Standards: ELA, Science, Math, Greater Written/Oral Discourse
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New Demands

Common Core State Standards (CCSS)

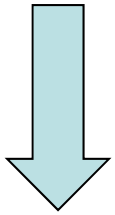
- California adopts New Common Core State Standards – new English Language Arts/Literacy and Mathematics performance demands aligned to college and career readiness

Next Generation Science Standards (NGSS)

- A new set of science standards are being developed which are likely to be adopted by the state

New Requirements

- New Graduation Requirements-- “a-g” for all starting with this year’s 9th graders



- New systems of support for students, teachers, and leaders
- New accountability systems to manage change and assess impact

Demands of the New Standards

ELA

- An emphasis on text complexity and language (academic vocabulary and function)
- Increased emphasis on building knowledge from informational text
- An expectation that students will produce and use evidence in text to justify their views

Math

- Students are required to explain and apply the mathematics they are learning, to solve familiar problems fluently and novel problems over a longer period of time; students will be explaining and applying mathematics as part of readiness for college and career

Science

- NGSS and CCSS explicitly frame science and engineering practices which include asking questions, defining problems, designing investigations, obtaining and evaluating information from multiple media, analyzing data, defending claims based on evidence, and communicating complex ideas to diverse audiences. This goes beyond recalling textbook content on tests and requires skillful instruction of these 21st Century practices

Greater written and oral discourse / argumentation from evidence

ELA

- Students will need to "write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence." (CCSS ELA/Literacy, p. 42)

Math

- Students will need to "to construct viable arguments and critique the arguments of others" (CCSS, Standards of Mathematical Practice, p. 6-7)

Science

- When students engage in argumentation, they use models as evidence, construct explanations using evidence and logic, and evaluate and communicate information. (National Research Council Science Framework, Science and Engineering Practices)

Where are our students in relation to college and career readiness?

- 29% of the students scored Below Basic on the California Standards Test (CST) in ELA and 36% scored Below Basic in mathematics in spring 2011
- Only 13% of OUSD's 11th grade students are prepared for college as measured by the California State University's (CSU) Early Assessment Program, which measures college level English and mathematics in their junior year
- Preliminary results show 51% of students are below grade level in reading skills as measure by Scholastic Reading Inventory (SRI)
- 44% of 2nd to 5th graders are below grade level, 63% of 6th-8th graders are below grade level and 52% of 9th-12th graders are below grade level in reading as measured by SRI
- 36.8% of 2011-2012 graduates completed the "a-g" requirements
- In 2014-15, we would witness a 20% point drop in students performing at proficient/advanced in CST mathematics if we continue current practice

New Needs

- **Teachers** (subject matter, literacy, Bilingual/English as a Second Language, Special Education (SPED)) will need to deepen collaboration to design, deliver and assess new practices
- **Principals** will need to collaborate to learn how to assess and support new practices
- **District** will need to secure/align resources (fiscal and human) to improve practices and support students

Overall Needs

- Rich repertoire of strategies to address the needs of African American Males (AAM), English Language Leaners (ELLs) and Special Education (SPED) students
- Curriculum and instructional materials aligned to standards
- Leadership and teachers that deeply understand and can codify the content, literacy and language development demands of the new standards and how to deliver to the new demands
- Diagnostic, formative and benchmark assessments aligned to standards
- Family and community understanding and engagement with new requirement and standards

Shifts in Practice

- Scripted/textbook driven instruction ⇨ NGSS and CCSS aligned instruction
- Limited formative assessments ⇨ Multiple formative assessments
- Program compliance ⇨ Program flexibility
- Isolated programmatic components ⇨ Aligned coherent instructional system
- Few model sites ⇨ A system of strong model sites
- Limited engagement of partners ⇨ Strong, purposeful and coordinated partnerships

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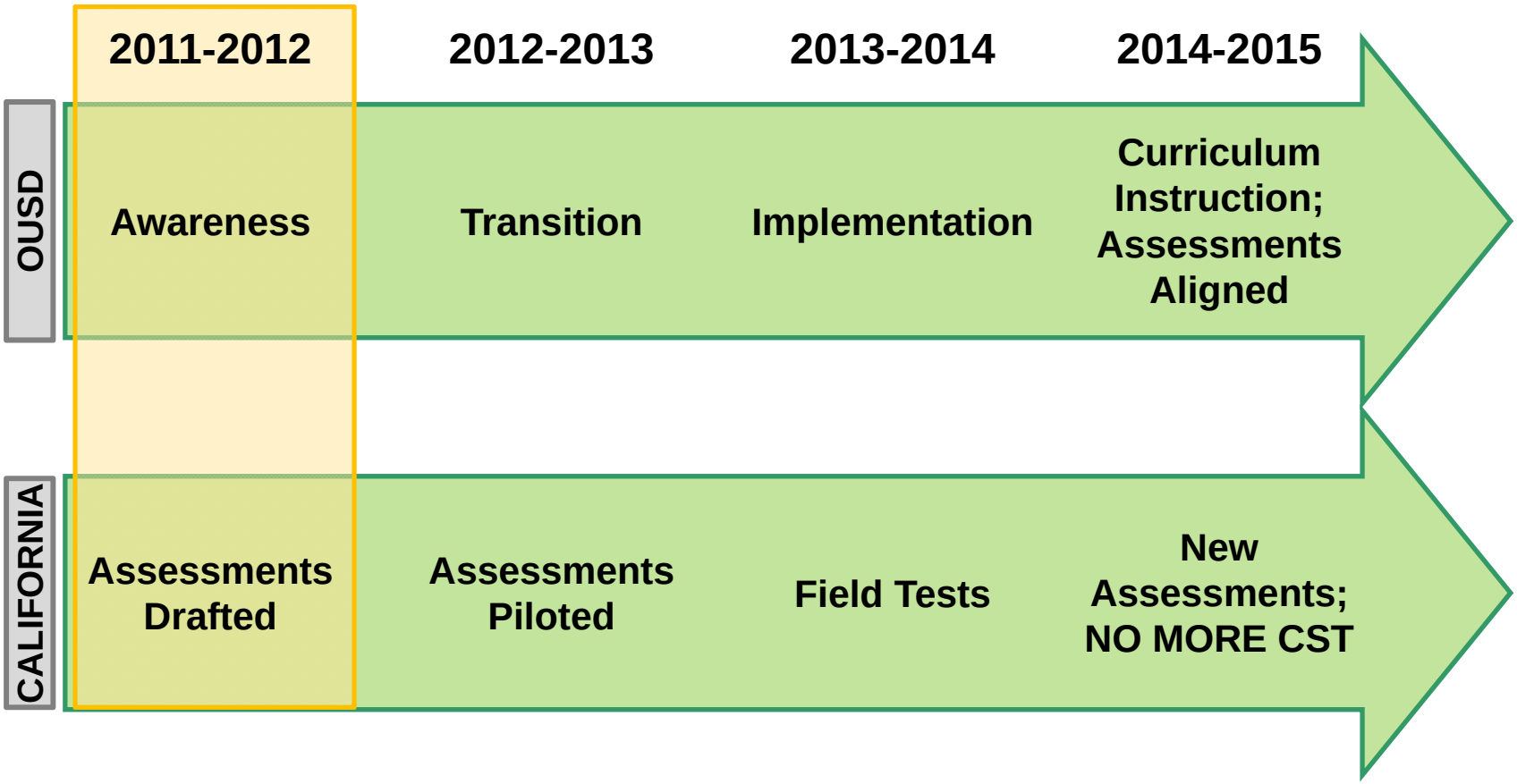
Rollout for OUSD and California



Focus Area: Leadership

Year 1: Awareness (2011-2012)	Year 2: Transition (2012-2013)	Year 3: Implementation (2013-2014)
• Introduce Literacy Framework	• Initiate professional development on Balanced Literacy for K-5 leaders	• Deepen Balanced Literacy knowledge and skills
• Structured classroom observation using CCSS aligned protocols that integrate Academic Language and literacy		
• Initiate and deepen the implementation of Full Service Community Schools (FSCS) through the Community Schools Strategic Site Plan (CSSSP)		
• Focal 15 implementation with an emphasis on AAM	• Focal 15 implementation with an emphasis on AAM	• Deepen Focal 15 implementation with an emphasis on ELL
• Professional development on the ELA and mathematics aligned to the CCSS	• Professional development on the ELA and mathematics core curriculum guide	• Professional development to deepen ELA and mathematics core curriculum implementation
• K-5 science and 6-8 math professional development		

Focus Area: Core Curriculum

Year 1: Awareness (2011-2012)	Year 2: Transition (2012-2013)	Year 3: Implementation (2013-2014)
• Develop Ethnic Studies and Urban Ecology courses		
• Develop core curriculum guides (by teachers) for ELA and mathematics aligned to CCSS	• Introduce core curriculum guides	• Develop the science curriculum guide aligned to NGSS
• Develop core mathematics (Algebra, Geometry, Advanced Algebra)		• Deepen implementation of ELA and mathematics core curriculum
	• Expand pathways in high school and develop college and career exploration curriculum for middle school	• Expand and improve the quality of pathways in high school • Implement college and career readiness curriculum in middle school

Focus Area: Intervention

Year 1: Awareness (2011-2012)	Year 2: Transition (2012-2013)	Year 3: Implementation (2013-2014)
• 14 site literacy specialists in 6th and 9th grades	• Expand secondary literacy specialists in 6th and 9th grades	
• Introduce/pilot a set of technology-facilitated interventions (Math Navigator, Achieve 3000, My Access, Next Generation, Fast Forward, Let's Go Learn!)	• Continue the support of interventions initiated in 2012	• Refine and extend implementation of interventions introduced in 2012
	• Pilot mathematics secondary support courses	• Implement mathematics support course

Focus Area: Materials

Year 1: Awareness (2011-2012)	Year 2: Transition (2012-2013)	Year 3: Implementation (2013-2014)
• Adopt Ethnic Studies instructional materials	• Adopt instructional materials to support ELA/Literacy	• Purchase classroom libraries
• Adopt Urban Ecology instructional materials	• Plan to sustain science kit refurbishment with District resources	• Purchase Science materials to refurbish kits

Focus Area: Assessment

Year 1: Awareness (2011-2012)	Year 2: Transition (2012-2013)	Year 3: Implementation (2013-2014)
• Implement SRI in grades 2-12	• Bring SRI implementation to 100% in grades 2-12 and use the data to target student supports	• Reading assessment system that includes diagnostic, screening, and progress monitoring tools has provided support to sites for developing and Response to Intervention (RTI) framework
• Develop and implement within the benchmark assessment performance tasks aligned to new standards	• Embed additional CCSS aligned tasks in ELA and mathematics benchmark assessments	• Embed additional CCSS aligned tasks in ELA and mathematics benchmark assessments
	• Pilot two NGSS aligned tasks in K-5 science	• Process Writing Assessments with Science focus, with a combination of multiple-choice items and with performance-based items aligned with CCSS

Focus Area: Professional Development (1 of 2)

Year 1: Awareness (2011-2012)	Year 2: Transition (2012-2013)	Year 3: Implementation (2013-2014)
• Support Networks of Schools (Dual Language, Balanced Literacy, Middle School Math, Science, and Springboard Pre-Advanced Placement (AP))		• Align all professional development to our framework of effective teaching and informed by data
• Academic Language and Literacy for 400 teachers	• Increase the number of educators participating and implementing scaffolds through Academic Language and Literacy	• Increase professional development offerings in Academic Literacy and differentiated instruction
• ELA/Math and CCSS awareness sessions for all teachers and principals	• Support teacher-led professional development in all subject areas with an emphasis on Balanced Literacy in K-5, Science in K-5, and 6-8 mathematics	• Provide professional development opportunities specifically designed for pathways teachers on interdisciplinary teaching and learning

Focus Area: Professional Development (2 of 2)

Year 1: Awareness (2011-2012)	Year 2: Transition (2012-2013)	Year 3: Implementation (2013-2014)
• Systematic English Language Development (ELD), Constructing Meaning and Results focused on CCSS	• Network secondary subject matter teachers to build the knowledge, pedagogy, and lessons to implement standards-aligned instruction	• New OUSD teachers will have had two years of effective professional development and growth-oriented evaluation before participating in a meaningful tenure process that is clear and standardized across the district
• Assessments aligned to CCSS	• Support Network/Corridors of school working on problems of practice (African American Male Achievement (AAMA), STEM, Science, Springboard, etc.)	• New OUSD teachers will have personalized, coordinated supports, including coaching, mentoring, tailored professional development, a manageable workload, and regular informal and formal observation

Focus Area: Family & Community Engagement

Year 1: Awareness (2011-2012)	Year 2: Transition (2012-2013)	Year 3: Implementation (2013-2014)
• Initiate the new Family Literacy classes	• Expand Family Literacy classes and enrich the curriculum to include college and career readiness	• Expand Family Literacy classes and implement new curriculum components on college and career readiness
• Convene three parent conferences focused on building PreK-12 College Career Readiness (Feb 25th, Mar 24th, Apr 21st)	• Pilot a parent leadership development institute aligned to college and career readiness	• Increase the parent leadership development institute to 100 parents • Provide four parent conferences on college and career success
	• Provide site-based and regional learning sessions focused on the new core curriculum	

2011-2012 Improvement Goals and Benchmarks (1 of 2)

Elementary School	Middle School	High School
Move CST ELA and Math FBB students to Basic in one year	Move CST ELA and Math FBB students to Basic in two years	Move CST ELA and Math FBB students to Basic in two years
Move CST ELA and Math Basic students to Proficient in two years	Move CST ELA and Math Basic students to Proficient in two years	Move CST ELA and Math Basic students to Proficient in two years
Move/maintain CST ELA and Math Proficient and Advanced students	Move/maintain CST ELA and Math Proficient and Advanced students	Move/maintain CST ELA and Math Proficient and Advanced students
Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measured by SRI to reach grade level standard	Accelerate reading by 2 additional grade levels each year as measured by SRI starting with 6th graders to reach grade level standards	Accelerate reading 3 additional grade levels each year as measured by SRI starting with 9th graders to reach grade level standards
Increase by 10% the number of proficient and advanced students in CST science and by 15% ELs and AAMs	Increase by 10% the number of proficient and advanced students in CST science and by 15% ELs and AAMs	Increase by 10% the number of proficient and advanced students in CST science and by 15% ELs and AAMs
Increase the number of AAM students on the honor roll by 15%	Increase the number of AAM students on the honor roll by 15%	Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment
		Increase by 15% the number of AAM and LM who pass CAHSEE on the first attempt
		Increase the % of seniors (especially under represented) meeting a-g by 10%
		80% of the ninth graders will complete 60 credits

2011-2012 Improvement Goals and Benchmarks (2 of 2)

- **Classroom Practice-** Student use of academic language and engagement with grade level content aligned to the Common Core State Standards will be increased from fall to spring as evidenced by principal observations
- **Teacher Retention-** Improve the conditions in schools to retain 80% of effective teachers
- **Discipline-** Reduce Disciplinary Hearing Process referrals by 20%
- **Attendance-** Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate
- **Parent Engagement-** 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

2011-12 Pre-K to 12 Examples

	Elementary	Middle	High
Leadership	• Knowledge/skills development in K-5 science	• Knowledge/skills development in 6-7 mathematics • Middle School Task Force	• Knowledge/skills development in pathways and mathematics
	• Organize around Full Service Community Schools and build collaborative leadership • Learning walks focused on applying academic language and literacy strategies • Focal 15 with a focus on African American Males • Attendance with a focus on chronic absence • Using data to improve student performance (Scholastic Reading Inventory – SRI) and practice (Pathway data, observation protocols and debriefing meeting) • Leadership coaching for new principals by seasoned principals		
Instruction	• Applying academic language and literacy practices in classrooms		
	• More science in K-5 classrooms • Pilots in Balanced Literacy	• Secondary Literacy specialists teach reading to students 2 years below grade level	
		• 6-7 Mathematics course development and alignment • Pilot math navigator • Pilot – Springboard Pre-AP curriculum	• Algebra, Geometry, Advanced Algebra course development and alignment • Enrich and expand Pathways • Manhood courses • New Advanced Placement (AP) courses and supports
	• Designing and delivering academic conversations in the classroom.		
Assessment	• Pilot mathematic assessment tasks aligned to the new standards.		
Parents/Community	• Create tools and venues (open house, conferences) for parents to learn of the new graduation requirements and strategies to support college and career readiness.		

Outcomes

- Improved academic performance and opportunities for students
- Introduce students, teachers, and staff to an integrated model of teaching and learning/performance based assessments
- Strengthen local partnerships with Community Based Organizations (CBOs) and local experts in the field of STEM
- Intentional and focused teaching on the development of critical thinking skills with explicit use of Academic Language and literacies
- Improved student engagement through project-based learning as a foundation for engineering skills development
- Strengthen learning pathways for K-12 and beyond
- Reduced absences
- Parent and community engagement
- Build college and career aspirations

Expected Outcomes

- Increased “a-g” graduation rate
- Improved quality of standards-aligned classroom instruction in ELA, mathematics, and science
- Increased CST Scores in ELA, mathematics and science
- Accelerate the number of secondary students reading at grade level
- Stronger courses and pathways
- Baseline performance measurement using new performance task items
- Increased teacher collaboration and teacher retention
- Increased teacher and leadership quality

What is Different for High School Students?

- New and increased electives
- More mentors
- “a-g” for all course sequence
- Strategic Reading for 9th graders to accelerate
- New Manhood course
- Transcript reviews and planning for graduation
- Increased Advanced Placement sections
- Increased Linked Learning Pathways
- Increased Professional Development for teachers
- 9th Grade Families at three large schools—focusing on 9th grade student achievement and promoting a college-going culture
- Stronger college and career readiness cultures
- Ethnic Studies Course: Course has been developed and is awaiting a-g approval. Refinements are continuing with teachers and content specialists
- Springboard-College Board Pre-AP Curriculum initiated at Castlemont

In Summary: What is Different for All Students?

- 6th and 9th grade students who read two levels below their grade level are learning to read in classrooms staffed by Secondary Literacy Specialists
- New and innovative courses aligned to student interests, needs, and aspirations
- Students are being engaged in more learning experiences that are aligned to college and career readiness standards
- Students are using technology facilitated resources that improve reading and extend learning beyond the day
- Students are supported to succeed in mathematics and science courses

III. Case Study 1 – STEM

IV. Case Study 2 – High School Graduation

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Science Technology Engineering and Math (STEM) in Oakland will…

- Improve instruction in four key areas S-T-E-M
- Increase opportunities for student learning
- Provide students with enrichment and 21st century skills
- Prepare students for college and career
- Develop partnerships in STEM fields to provide internships and work-based experiences

STEM Pathways in OUSD

- 15 STEM-related pathways (5 new or emerging this year)
- Focus on health, engineering and architecture, computer science, and environmental science/green energy industry sectors
- New and innovative courses:
  - Engineering and Physics (a-g approved)
  - Sustainability I, II, and III (a-g approval pending)
  - AP Computer Science (a-g approved)

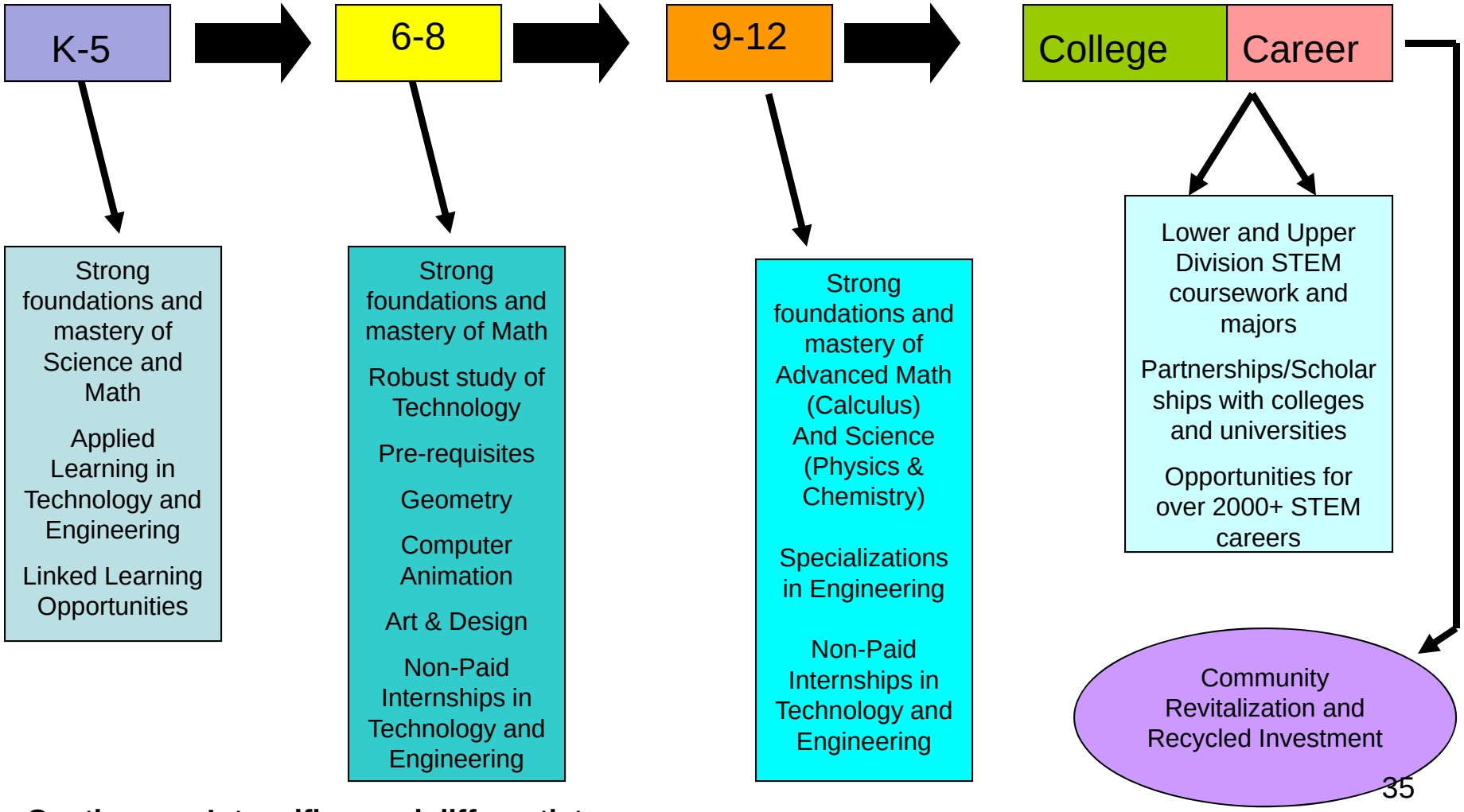
STEM Pathway Strategies

- Workforce and Economic Development Coordinator
- Oakland Education Cabinet Subcommittee on School and Workplace Connections focuses support on two STEM pathways
- Pathways developing industry-related outcomes with industry partners
- Teachers developing performance assessments to measure pathway outcomes

Major STEM Partnerships

- UC Berkeley Public Health
- UC Berkeley Lawrence Hall of Science
- Stanford University Public Health
- Alameda County Public Health
- Alameda County Medical Center-Highland Hospital
- Children's Hospital of Oakland
- East Bay Green Corridor
- Kaiser
- BioTech Partners
- Chevron
- Project Lead the Way
- S.D. Bechtel, Jr. Foundation

West Oakland S.T.E.M. Corridor Articulation K-12



Continuous, Intensifies, and differentiates

Why STEM Corridor in West Oakland?

- Geographic Opportunity (4 surrounding elementary schools, one middle, and one high school)
- STEM opportunities with Port of Oakland, Caltran, local businesses, and community based organizations
- Projecting and preparing students for the rapidly growing STEM careers that are available
- Launch of the summer Summer Engineering Experiences for Kids (SEEK) program gave us a glimpse into the future; students were engaged and attendance in the program was 100%
- Investment in our high need communities; could link to revitalization of the area

Challenges We Face…

- Preparing current teaching staff/developing capacity of teachers to understand integrated STEM lesson planning and delivery
- Redesigning school facilities to meet the organizational and structural needs of STEM schools (State of the art technology labs, creation of science labs etc.)
- Educating the community about STEM: what does it mean for their children and the future
- Urgency, Time, and Resources

Strategy

- Grass-root planning efforts that include community at the outset of the work
- Obtain Funding to support our research about existing STEM schools; visit STEM schools with similar and different context to West Oakland
- Research the foundations of STEM education
- Build strong relationships with local CBOs, Businesses, and Professionals who have STEM backgrounds
- Create an academic pathway that builds on foundational Science and Math skills at the elementary school level; that leads to secondary school success in advanced Math, Science, and Technology

In Summary:
What will be Different for our Students?

- High quality science and math instruction for all students
- Stronger relationships between pathways and business/community partners
- New and innovative STEM courses
- A corridor of articulated STEM pathways in schools

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Strategic Literacy

11 High Schools (including Continuation) have Literacy teachers/coaches for 9th graders:

- Four periods, 15 students per class
- Additional period: coaching and central Professional Development in reading and literacy development specifically designed to support adolescent reading challenges of students

All high school students are being assessed with the SRI reading assessment

TARGET: Accelerate reading 3 additional grade levels each year as measured by SRI to reach grade level standards

African American Male Achievement

TARGET: Increase by 15% the number of AAM and Latino Males who pass CAHSEE on the first attempt

- The African American Male Achievement Office is working with high schools and middle schools to establish Manhood Development Program which is up and running at Oakland High School, McClymonds, Edna Brewer Middle School, and West Oakland Middle School
  - This program will expand to other high schools and two middle schools by mid-year
  - Mentoring Center
  - Destination College-University of California Berkeley: supporting African American males with support, information and mentoring around college
- Urban Debate: includes new "g" elective "Policy and Debate" class at Skyline
- Supporting African American and Latino students in Advanced Placement classes through establishing support systems
- Developing new mentoring programs for high school students

Small Learning Communities Program

Oakland High, Oakland Tech, Skyline: 9th Grade

TARGET: 80% of the ninth graders will complete 60 credits

- Every 9th grader is in a "House"
  - Personalized environment and support
  - Advisory for all 9th graders
  - Family engagement plans
  - College bound (i.e. linking students to Holy Names Offer)
  - Interventions to reduce D's and F's and improve attendance
- Working to improve instruction: Academic Rigor
  - Collaboration time for teachers during school day
  - Instructional rounds and peer observations
  - Implementing Academic Literacy (60 teachers in summer PD)
  - AVID (Advancing Individual Determination) & Project CRISS (Creating Independence through Student-owned Strategies) empower students for success in school
  - Math coaching for teachers (to address our greatest weakness)

Small Learning Communities Program

Oakland High, Oakland Tech, Skyline: Advanced Placement

- **Equal Opportunity Schools Partnership**
  - Developing systems to support their success
  - Increased AP participation for our under-represented students

Subgroup & # Students Enrolled	AP Enrollment 2010-2011	AP Enrollment 2011-2012	
Total	1722	2310	
African American	**267**	**409**	**54% Increase**
Hispanic/Latino	**193**	**375**	**94% Increase**
Asian	921	995	
White	297	446	
Other	44	32	

  - District wide increases 42% African American and 59% Latino

College Board ("Excelerator")

- **Purpose and Outcome: The College Board is partnering with OUSD to identify and help us prioritize college readiness needs.**

  College Board is conducting a "Diagnostic" Study of the district—including an examination of key documents, walkthroughs and interviews at 5 Middle and 5 High schools and interviews of key district leadership.

- **College Board will create a "road map" for change to strategically develop capacity of teachers, administrators, and counselors so they can better support student achievement and college readiness, through:**

  - Rigorous instruction with high expectations for all students
  - Promote conviction in students that they are college bound
  - Embed college readiness expectations and supports through every moment of school experience

- **College Board has discovered through its own research and experience that the most equitable and the most enduring change comes when district level leadership moves an initiative or effort forward.**

Linked Learning

TARGET: Keeping Families Informed

- **New and expanding Pathways:**
  - Public Health Academy at Oakland High School
  - Health and Fitness Science pathway at Dewey
  - Health Pathway Bunche (in development)
  - Sustainable Urban Design Academy at Castlemont (in development)
- **Keeping families & community informed:**
  - New OUSD Linked Learning website provides information on college and career pathways at each high school

    http://linkedlearningousd.org/for_educators

Linked Learning-Professional Development

- Linked Learning professional development continues to advance teachers and principals: 13 teams of teachers (a total of 51 teachers) were trained over the summer, impacting 3,250 pathway students. Project-based, integrated academy unit plans developed during the summer will be modeled in schools this fall for high school principals and other teachers

- 24 teachers are participating this year in a ConnectEd District Leadership series to support teachers in creating greater success opportunities for students

Supports in Place for Students

- Central Counselors, on-site counselors and administrators tracking student progress through conferencing—starting with all 12th graders
- Central Referral system for Continuation School admission, which includes prioritizing 17 year olds and standardizing calendar
- Expanded Cyber High and CAHSEE Prep

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