



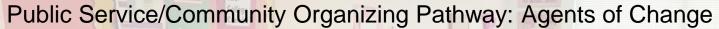
ARISE

Measure N Commission Presentation





Design Process





Engaging Multiple Stakeholders

- Partner Organizations through College Access Coordinator
- Leaders Circle (Dept Leads, Support Staff and Administrators)
- Board through Board Chair, Romeo Garcia
- Students through Advisory Coordinator
- Families through Parent Coordinator

Analyzing Data

- Graduation Progress
- Quarter/Semester Grades
- Learning Targets Across Grade Level/Content Area
- Rates of: Referrals, Academic & Behavioral Interventions

Establishing Partnerships

- Peralta Colleges, UCs, CSUs & private colleges
- Oakland Leaf & Project Engage
- AmeriCorps & BuildOn
- Seneca Family of Agencies













Design Process

Public Service/Community Organizing Pathway: Agents of Change



Reviewing Literature

- Transformational: Students do not just receive knowledge; they create it within the cognitive systems they encounter; fostering new ways to see and do things. (Doll, 1993; Freire, 1996; Bruner, 1966; Shor, 1992)
- Culturally Responsive: Culturally responsive teaching is not just about motivating disengaged students. It's about rebuilding trust with them through a learning partnership, using that rapport and trust to get permission from students to push them into their zone of proximal development. (Hammond, 2015)
- Appropriate: Effective intervention must include a process that can identify students by name and by need and then provide them with timely, directive, precise and systematic support to keep them moving forward with their learning. (Dufour & Marzano, 2011)









Focus Areas

Public Service/Community Organizing Pathway: Agents of Change



- Increase Retention
- Decrease Remediation at the college-level
- Continue lowering Chronic Absence Rates
- Raise SBAC scores











Root Causes and Goals

Public Service/Community Organizing Pathway: Agents of Change



Root Causes

- Rewarding passively compliant students while creating conditions for students who do not fit into this traditional "student" norm that cause them to leave.
- ARISE has historically considered external measurements such as SBAC suspect and incompatible with the school's mission and vision.
- Students and families of East
 Oakland are put under intense
 pressure through interlocking
 systems of oppression. Chronic
 absence is best approached
 through trauma-informed practices,
 and through looking at perceptions
 of schooling and school.

Goals for Next Year

- Increase retention so that ARISE matches or goes below the district average.
- Show significant improvement on both Math and English SBAC scores with a minimum 8% increase for 15-16 and a 10 and 15% increase (respectively) for 16-17.
- Partner with El Dorado and the Seneca Family of Agencies to develop robust intervention systems that catch focal students early and provide informed wrap-around services to ensure both academic and socio-emotional success, with accompanying data that reflects a chronic absence rate at or below 8.5%.















New Design Features & Existing Practices

Public Service/Community Organizing Pathway: Agents of Change



New Design Features

Embedding Work Based Learning into all PostSessions in 2016-17
Hiring Unconditional Education Coach to support Rtl
Hiring STEM Dean of Instruction to support Math & Science instruction
Hiring Humanities Dean of Instruction to support ELD Instruction
Aligning Critical Inquiry Groups with focus on ELD Instruction

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Existing Practices

YPAR

Performance Assessment

Proficiency & Bridge Defenses















Action Plan

Public Service/Community Organizing Pathway: Agents of Change



Summer 2016

- 1. Develop Agents of Change Research Methods Course
- 2. Hire Deans of Instruction (STEM & Humanities) to support curriculum development & codification
- 3. Vet potential EL programs/consultants to support EL's.
- 4. Hire teacher for Agents of Change Pathway elective course
- 5. Draft Agents of Change ruric/criteria
- 6. Train and on-board BuildOn Coordinator and Americorps interns.

Fall 2016

- 1. Pilot Agent Agents of Change Elective.
- 2. Pilot Agents of Change Rubric.
- 3. Partner with Seneca Family of Agencies to develop robust Rtl model.
- 4. Continue to collaborate with consultants to support our year-long professional development sequence for EL's.
- 5. Pilot WBL partnership with BuildOn.















Action Plan

Public Service/Community Organizing Pathway: Agents of Change



Winter 2016

- 1. Pilot a "Career Day" to support the exploration of educator & activist career options for students
- 2. Plan and conduct visits to schools with similar pathways

Spring 2017

- 1. Develop summer course offerings and hire appropriate teachers
- 2. Plan Summer Transition Program for 9th graders
- 3. Conduct Schoolwide Survey to gather feedback from school community re: pathway development

Summer 2017

- 1. Hold Summer Transition Program for 9th Graders.
- 2 Revise Agents of Change rubric/criteria













EVERY STUDENT RISES UP!



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