



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Oakland High

## Measure N Commission Presentation



Presented by Matin Abdel-Qawi, Principal

Presented to Measure N Commission

May 3, 2016

[www.ousd.org](http://www.ousd.org)



@OUSDnews



# Design Process Narrative

---

How do we successfully transition a large comprehensive high school into equitable wall to wall pathways that provide intensive student supports, rigorous academics, and a continuum of powerful learning experiences in the adult world outside of the classroom, as well as multiple "exit points," so as to increase students graduating ready for a variety of post secondary options?



# Focus Areas We Want To Shift

<b>Graduate Outcomes</b>	<ul style="list-style-type: none"><li>• Graduation rate has gone from 69.7% to 76.7% to 66.1% over the last 3 years</li><li>• Over 28% of our students are in danger of failing one or more classes and in jeopardy of not graduating</li><li>• Too many scholars fail classes in the early grades and there are too few opportunities to make up credit</li></ul>
<b>Post Secondary Readiness</b>	<ul style="list-style-type: none"><li>• The number of seniors having met the A-G requirements has decreased 8.9% from 50.2% to 41.3% from the 11-12 to 13-14 school years.</li></ul>
<b>Climate and Culture</b>	<ul style="list-style-type: none"><li>• 48.6% of students agree or strongly agree that O High is a supportive and inviting place for students to learn</li><li>• 26.9% agree or strongly agree that O High is safe</li><li>• 59.6% of students agree or strongly agree that O High informs students what would happen if they break school rules</li></ul>
<b>Rigorous Academics</b>	<ul style="list-style-type: none"><li>• Between 11-12 and 14-15 an average of 29.8% of students were enrolled in 1 or more AP classes</li></ul>



# Root Causes and Goals

## Root Causes

### 1. GRADUATE OUTCOMES

- Over 28% of our students are in danger of failing one or more classes and in jeopardy of not graduating. Too many scholars fail classes in the early grades and there are few opportunities to make up credit.

### 2. POST SECONDARY READINESS

- Too many scholars lack the fundamental skills like reading and writing at the high school graduate level to be successful in college, social emotional skills to be successful in unfamiliar social settings, and the belief in themselves that is required to take risk and to fully apply themselves in new and challenging settings.

### 3. CLIMATE AND CULTURE

- Too many of our scholars are not in pathways. Pathways provide much-needed supportive relationships that impact student success

### 4. RIGOROUS ACADEMICS

- We are struggling with the relationship between the role of advanced classes like AP and our pathway model

## Goals for Next Year

1. Increase graduation rate of ALL students to 70% of the senior class that is enrolled at OHS at the end of the 16-17 school year

1. 70% of ALL students graduate having met A-G requirements

1. 70% of ALL students will indicate that they feel safe at OHS and 75% of ALL students will indicate that they have a good relationship with an adult on campus as measured by the CHKS

1. The number of students enrolled in honors, AP, and dual enrollment will increase by 10%



# Instructional Focus and New Design Features

---

- **Strategies to meet goals:**

- Bell to bell instruction during a 90 minute period with a focus on academic discourse, checking for understanding, literacy, and classroom structures that support efficient transitions and increased instructional time
- New and improved Tardy Reduction Policy (16-17)
- Increased pathway equity consistent with the school's demographics

- **New Design Features:**

- 8 Period A/B Block Schedule
- Administrative pods (AP, counselor, case manager) to support pathways.
- Wall to wall pathways for 10th and 11th grade

# Environmental Science Academy



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

## Key Root Causes

- **Not all ESA students graduate and many graduate without meeting A-G requirements.** As the approach to a more equitable pathway recruitment process has begun, the average GPA of students entering ESA has decreased. ESA teachers are adjusting to the shift in student demographics and skill levels but have not been as successful as needed when it comes to assisting and supporting students who are not as academically prepared as their peers.
- **Though getting closer, the demographics of ESA students do not reflect the demographics of the larger school, being disproportionately male and Asian.** National trends regarding science might be a factor. Additionally, family histories in the program tend to influence who selects ESA. We have had more male teachers than female teachers for a number of years.
- **Many students do not pass the AP exams.** Students enter the class without many of the skills necessary for the course work and not all teachers are equipped with the teaching strategies to allow students to build the necessary skills and content knowledge.

## Goals for Next Year

- Improve A-G completion rate
- For students who attempt AP courses, improve exam pass rate
- Reduce chronic absences
- Improve student reading proficiency scores

## New Design Features:

- Integrated curriculum across content areas that also connects to work-based learning
- Teacher release period for student intervention
- Senior Seminar class

## Key Root Causes

- **50% of 10th graders received at least 1 D or F in Semester 1.** Students are entering the pathway with low academic skill and lack of preparation for high school content and rigor. For a significant number of students, there is a lack of academic support at home.
- **Many students enter the pathway reading and writing at least one year below grade level.** Students lack prior academic preparation and the importance of academics might not be stressed at home.
- **Students are challenged with sustaining self-directed academic rigor and focus during class time.** Personal or family trauma, PTSD in some extreme cases, prevents students from being able to focus during class.
- **Students are in developing stages of identifying a career focus.** Students have not been exposed to a variety of careers and the different expectations/skills/requirements of various careers.

## Goals for Next Year

- Increase individual and average GPAs
- Improvement in content-area literacy
- Reactivate student engagement during longer block periods
- Increase Lexile reading scores by 75 points

## New Design Features:

- All classes next year will be in 90 minute blocks
- New CTE classes for 10th and 11th
- Creating a more robust student support team consisting of a designated administrator, counselor, case manager, teaching team

## Key Root Causes

- **Lack of parent involvement in student school life may contribute to reduced educational expectations.** Increased outreach to parents by the pathway may increase parent involvement but the pathway team should develop a personal support and intervention resources for students in the event parent involvement proves to be insufficient.
- **Students need to have a college and career plan.** As the pathway grows, we are also increasing the number of student opportunities for WBL. This is happening through the ECCCO program and other partnerships. Teachers in non-CTE classes are encouraged to find ways of creating student experiences that will help them explore career and educational goals.
- **Many students have experienced trauma and have triggers that disrupt learning.** Community safety, relationship, and economic issues indicate a need for student learning environment that is sensitive to trauma.
- **Increase joint projects between 3 teachers per grade level twice yearly and incorporate public health themes.** Integrated curriculum projects are opportunities to increase the breadth and depth of student learning.

## Goals for Next Year

- All students meet A-G requirements with 2.0+, and maintain 80% attendance.
- All students will have a college and career plan
- Implement new SEL strategies
- All students participate in integrated curriculum projects

## New Design Features:

- Team members develop interdisciplinary project each semester for each grade level, involving a minimum of two disciplines with connections to pathway theme
- Increase pathway distributed leadership
- Build a sequence of WBL experiences



## Key Root Causes

- **28% 10th graders received at least on D or F in Semester 1.** Many students are adjusting to high school and the rigorous application of knowledge in their math and science courses
- **Students lack exposure to STEM careers and role models.** Teachers have not had ample time to do fieldwork to create integrated curriculum that addresses engineering themes, and partnering with industry to implement use of 21st century technology in the classroom has been challenging.
- **Students (and teachers) are in the emerging/developing phase of building a community and family that collaborates.** This is a paradigm shift for students to work together to problem solve because it is different from what they have been experiencing in school up to this point. They are not used to working in a problem-solving format but teachers work with them to develop these skills through project-based learning.
- **PLTW curriculum is equivalent to Advanced Placement courses and requires students to brainstorm, collaborate and problem solve through project based learning.** Some of our students don't have impressive math scores and they enter our courses at various levels of success.

## Goals for Next Year

- Increase A-G completion
- Exposure to various STEM curriculum and careers
- Students increase collaboration skills
- Non-CTE teachers learn about engineering concepts

## New Design Features:

- Differentiated instruction with Project-Based Learning
- Annual participation in design challenge contests
- WBL internships
- Certifications in Autodesk

# Social Justice & Reform



## Key Root Causes

- **20% of students fall off track to graduate.** These students enter AVID program with multiple Ds and Fs from 9th grade. In trying to get them A-G ready, there is not sufficient room in their schedules to make up classes where they earned Ds and Fs while also completing other required courses.
- **As a developing pathway, we need to bolster the sense of community and support through off-campus experiences.** There has been limited funding in the past and what funding did exist was only for college campus visits.
- **The limitations of the 6-period day make us unable to manage both credit recovery and placing students in advanced, honors, or AP classes.** There is not enough room in the schedule for off-track students to do both.

## Goals for Next Year

- Improve graduation rate by 10%
- Improve 4-year college acceptance rate by 20%
- Expand college and career opportunities through a sequenced WBL plan
- Develop and pilot two new CTE courses that include cross-curricular projects at each grade

## New Design Features:

- New CTE courses
- Implementation of career-oriented study trips
- Teacher common planning periods for collaboration around student support and curriculum development

# Visual Arts Academy Magnet Program



OAKLAND UNIFIED  
SCHOOL DISTRICT  
Community Schools, Thriving Students

## Key Root Causes

- **Only 61.5% of VAAMP students were A-G ready in 14-15.** Students are “passing” classes with Ds, causing them to not be A-G qualified.
- **Students have not had enough opportunity to take and succeed in college-level courses.** It has been challenging to partner with major arts programs in the area and finding time for teachers to do the necessary fieldwork to create curriculum, find partnerships, and implement 21st century technology into the classroom.
- **Students have lost a sense of community and family that was always a tradition in VAAMP.** Transition in leadership and new team members.
- **Students have not been able to have full emersion into a CTE sequence that properly prepares them for industry and post-secondary success.** The 6-period day has limited students’ ability to take a variety of classes that more completely expose them to a variety of art topics and skills. The 8-period schedule will allow for more of this.

## Goals for Next Year

- Every student graduates VAAMP with a 2.0 and: passing 4 VAAMP CTE classes, one dual enrollment, college or AP class, and 80% will meet A-G requirements
- Students leave the program with an understanding of the local art scene and culture

## New Design Features:

- Using 21st century technology in the classroom and developing experiential learning experiences
- Upgrading CTE equipment to align with industry standards
- Implement 2 new dual enrollment courses

# Action Plan

---

## Immediate actions for Summer 2016:

1. Professional Development for entire staff to support transition to teaching in 90-min block schedule
2. Graduate Capstone Professional Development
3. Small team attend Academies of Nashville Deeper Dive conference
4. Curriculum writing and development for new courses offered in 16-17
5. Teachers work on updating units and lesson plans for new schedule
6. 9th grade Summer Bridge
7. PHA Summer Bridge
8. AVID, AP, and other trainings
9. Individual pathway team retreats for school-year planning
10. Dual enrollment preparation and implementation

# **EVERY STUDENT THRIVES!**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

1000 Broadway, Suite 680, Oakland, CA 94607

[www.ousd.org](http://www.ousd.org)



**@OUSDnews**

Contact us for additional information [optional contact area]  
Phone: 510.555.5555 | Email: [info@ousd.org](mailto:info@ousd.org)