



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Oakland Technical High School

Measure N Commission Presentation



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Presented to Measure N Commission

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Design Process Narrative



Oakland Tech Measure N Design Process

District Mandate – Equity Vision –
Includes 4 Pillars of linked Learning and Goal of 100% enrolled in Pathways

TECH's 3 Year School Improvement Goal
To equitably engage 80% (currently at 50%) of students in pathways that offer rigorous academics, college readiness, career technical education, work based learning and personalized student support.

This goal informs the process

Shared Decision Making Process

Field Research to Inform Admin Process

- Survey 11th and 12th grade students to determine needs/ wants/ challenges in and out of pathways
- Survey staff re: pathway satisfaction and interest
- Review Healthy Kids Data and SQR
- Survey staff re: possible schedule modifications
- Admin process to review needs of students, teachers, community and consider shifting organization of leadership/ resource allocation

Form Collaborative Pathway Design Teams

- Create a design teams that include parents, students, teachers, admin, industry and community partners
- Collect and review data from under represented parents and students (focus groups, surveys) and incorporate their needs and input.
- conduct root cause analyses of equity gaps in pathway data and use to plan for pathway improvement
- Engage in ongoing data collection inquiry to assess and revise plans

School-Wide Measure N Team

- Review input data of needs and solutions from various groups
- Conduct root cause analyses of equity gaps in data
- Ensure that school designs reflect the needs and solutions of under represented parents and students
- Ensure that the designs are equitable based on the needs of a diverse student body
- Bring back information to the groups that individuals are representing on the team

Whole School Community Forums

- There have been 2 opportunities for the whole Tech school community to come together to better understand the process, review school data, get the results of the self-study, vet the design proposals and give input (one for 9th grade community and one for whole school)
- The pathway leads and admin team presented at the forums and collected input and feedback

Admin Team and School Site Council Review the Draft Plan and Budget and Approve the final submission in March/April

Focus Areas We Want To Shift: Distributed Leadership, Building Capacity and Sustainability

- Students in need of intensive support inside and outside of classroom
- English-Learners are under-performing across the school
- African-American, Latino and Pacific Islander students have the lowest rates of A-G completion and AP access.
- Pathway/ Program access and performance is inequitable.

Root Causes

High Rates of Student Support Needs

- Cultural Competency and Trauma-Responsiveness are not aligned commitments/practices across the school
- Mental and emotional health needs and academic support needs exceed the school's ability to support them

Low rates of A-G completion and AP access

- Select programs have been unable to support students who come in behind
- Many students are already off-track to graduate in 9th grade.

English-Learners under-performing

- Teachers focused on pathway outcomes are often not trained in specific literacy supports for English Learners

Inequitable Pathway/ Program access and performance:

- Non-pathway teachers do not meet in small learning communities to discuss student needs or coordinate supports
- Pathway access has been limited to those who have access to information

Goals for Next Year

- Support all teachers in engagement practices rooted in culturally competent, trauma-responsive practices (healthy kids survey)
- Provide increased supports for students in the areas of social/ emotional health and academic support (healthy kids survey/ COST data)
- Grow capacity to shift master schedule to allow for more credit options for students and more relevant learning opportunities (on track data)
- increase access to information for all students about A-G and graduation/ college and career requirements (A-G completion/ college and career plans)
- Support all teachers in developing high leverage EL support strategies, studying their effectiveness, and refining their instructional approaches based on the results of this inquiry work. (EL performance data)
- Open pathway access and support for interested students in high rigor academic programs (demographics/ GPA/ retention)
- Support non-pathway students to have access to opportunities and supports comparable to those in pathways (student survey/non-pathway performance)



Instructional Focus and New Design Features



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Student Support Needs:

- Cultural Competency/ Trauma Responsive Practices - aligned across the school
 - Develop a schoolwide tiered intervention system

English Learner Supports:

- English Language Learner Support Strategies - aligned across the school-partnership with Mills EL professor and Mills Teacher Scholar support (pilot in 9th grade)

Post-Secondary Readiness Opportunities:

- Work towards expanding schedule -beginning with offering Dual Enrollment courses and school-year internships, credit recovery courses, and 9th grade 7th period

Equity of Pathway Access and Outcomes:

- Expanded pathway enrollment from 40% to 80% from 9th-10th grade
- Revise entry requirements for Engineering and Paideia to open access to more underrepresented students
- Grow BioTech and Engineering as Pathways
- 9th grade Advisory/ CS (pre-pathway experiences embedded)
- Cohort non-pathway team to support non-pathway students and work to develop a pathway identity, build teacher capacity, and provide WBL and post-secondary



Health Academy



Key Root Causes

- Lack of sufficient individualized support and follow-up.
- Need for more distribution of leadership
- Not enough support for WBL opportunities either from non-pathway teachers nor from district regarding procedures/ legalities..
- Lack of sufficient common planning time for teachers to develop integrated curriculum.

Goals for Next Year

- At-risk students will receive timely and effective intervention with personal and academic difficulties - which will result in more students completing A-G requirements and leaving the academy college ready
- Addition of 2 co-directors to support academy leadership
- a higher percentage of student will go on WBL trips
- We will integrate EMS and Medical Interpreting skills into academy courses

New Design Feature and/or Strategy to address Root Cause(s)

- Case Manager position/ WBL Coordinator position
- Develop Integrated curriculum units
- Support new directors leadership development
- Work-based learning - Health Fair/ participation in annual Health events/ job shadows/ internships
- Soft-skills learning progression & Cross-curricular integration of Emergency Medicine.



Computer Academy



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Key Root Causes

- ELs are not being specially supported to gain literacy skills. The curriculum is not sufficiently culturally relevant.
- Students are not prepared in terms of grades and minimum college requirements (# of classes completed A-G - languages, math, science, AP)
- Up to 50% of students admitted are labeled "at risk" and have socio-emotional issues that inhibit learning and success in the classroom.

Goals for Next Year

- 75-80% of ELs are meeting A-G requirements by end of 2018.
- 40% of students will be applying to 4 year colleges by end of 2017... 30% admission.
- academy survey will reveal 80% of students feel supported academically and socially-emotionally by the academy team and have made progress towards their own goals by end of 2018.
- math performance increase to 70% proficiency within the academy.

New Design Feature and/or Strategy to address Root Cause(s)

- Select set of EL instruction strategies to align, pilot, refine across all classes.
- Integration of Soft Skills Learning Progression across all classes: Focus on Project Management skills.. Engage ongoing cycle of inquiry to improve practice. Use guest speakers to help reinforce these skills.
- Technology literacy across the academy - develop learning progression across classes/ begin designing interdisciplinary units across classes.
- Build math skill support through Computer Science classes
- Academy Events - CS week/ hackathons/ career speakers/ Award & Project night)
- Teacher collaboration weekly - to do interventions: Building system for support and intervention - intake survey, regular teacher meeting with protocol for tracking interventions, supporting goal setting, and tracking progress towards goals.





Fashion Art and Design

Key Root Causes

- Students are not made aware of post-secondary options in an aligned way; students have family obligations and financial constraints
- Lack of academy collaboration time and clear distribution of leadership roles have resulted in academy teachers not being aligned in practices, mission/ vision, goals of team collaboration, student support structures, etc.
- Lack of aligned definition of “rigor”
- High concentration of Tech’s highest needs students in the pathway

Goals for Next Year

- Academy graduation rate will match schoolwide graduation rate
- Every student will develop a college and career plan
- The teachers will have a culture of collaboration aligning around a shared vision and a distributed leadership model
- 75% of 11th graders will be reading at grade level
- The staff will align practices around a Teaching For Understanding - design thinking approach

New Design Feature and/or Strategy to address Root Cause(s)

- Support teachers’ focus on literacy development across the curriculum
- Adopt and implement A-G approved Fashion curriculum and AP art curriculum for academy students
- Develop Teaching for Understanding as a teacher planning practice and refine and align strategies along the lines of this model
- Provide field trips, internships, job shadows and career speakers
- Support teacher collaboration time for addressing student needs and developing integrated and relevant curriculum



BioTech



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Key Root Causes

- New 10th grade year with 2 class cohorts growing
- New teacher team collaborating
- Have not had post-secondary plan as part of stated program outcomes

Goals for Next Year

- Maintain 100% graduation rate A-G ready.
- 100% of our students develop a post-secondary plan that they can follow.
- Build professionalism, accountability, community, involvement with internships, and responsibility
- Align standards and assessments within the academy and vet those assessments with industry partners and with Health Academy/ Engineering to calibrate for rigor. Develop Chemistry 10th grade course curriculum.

New Design Feature and/or Strategy to address Root Cause(s)

- Provide multiple TAs for new sophomore class (start 2016-2017) and continue for juniors
- Fund curriculum development of the 10th grade Chemistry course to have more of a Biotechnology & Biochemistry lens
- Support the pathways teachers for collaboration time; curriculum development & alignment, planning time with teachers across other core content areas
- Support collaboration time and trainings with other Biotech pathways locally, and industry partners, to share best practices, update and align curriculum, and provide more engaging, relevant opportunities to students



9th Grade Pre-Pathway



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Key Root Causes

- School assessments fail to take into account multiple knowledges and skills that students bring to school. Our pedagogy privileges certain students over others.
- In our existing curriculum, we have no built-in structures or routines for discussing post-secondary options with students
- Lack of aligned systems, structures and expectations across the classes
- Vastly different middle school experiences - students enter with an extremely wide range of needs

Goals for Next Year

- Have a grade distribution that does not simply reflect or reproduce incoming racial/class/gender inequities.: Reflect and revise assessments and pedagogy to move towards more equitable grade outcomes; Provide opportunities for students to make up classes that is not punitive and does not require them to wait until junior year
- Broaden students understanding of college and career options and paths
- Align classroom practices to provide consistency for students
- Every student will have improved by 1 reading level on the SRI

New Design Feature and/or Strategy to address Root Cause(s)

- Pilot Advisory/ Exploring CS Principles class
- EL instruction - alignment of strategies. Engagement in ongoing cycle of inquiry/ lesson study - supported by Mills Teacher Scholars
- Align expectations across classrooms of key systems (as determined by student input)
- Pilot case manager position and peer mentoring program
- Weekly house collaboration meetings





Engineering

Key Root Causes

- Previously - entrance exam only allowed students in 9th grade Geometry to enter
- Efforts to maintain the rigor of the program have exempted students from access who needed more support to be successful
- Lack of outreach and information re: access to underrepresented students.
- Students enter 9th grade already behind - especially students of color. support has not existed for those students to be successful in the Engineering program.
- Not a pathway team (1 teacher, teaches 7 periods per day, doesn't engage with staff regularly)

Goals for Next Year

- Open enrollment criteria to include 9th grade algebra students thereby increasing the number of under-represented students
- Collaborate with 9th grade algebra teachers to engage students early and support them to prepare for the program
- Inform all students early about the program and application process
- Support students of color within the program to be successful

New Design Feature and/or Strategy to address Root Cause(s)

- Eliminate entrance exam
- Add tutoring supporting for struggling students
- 9th grade algebra class to support students interested in engineering
- Universal access to Engineering pathway information
- Formation of design team and teacher collaboration team



Action Plan

Student Support Needs:

- Align vision of schoolwide structures in service to student needs (Admin Retreat)
- Student Support Specialist position pilot - Job Description and Hiring
- Re-structure of RTI model and COST system to connect to pathway/ non-pathway cohorts (Admin Retreat)
- Develop PD Calendar for schoolwide Cultural Competency and Trauma-Responsive Practice

English Learner Supports:

- Initiate partnership with Mills Teacher Scholars and EL Professor to pilot a yearlong Inquiry-based PD cycle within the 9th grade team and build teacher leaders to lead PD piloted within the non-pathway cohort focused on high leverage EL strategies
- ILT shadow ELL students to inform work in departments

Post-Secondary Readiness Opportunities:

- Developing 9th grade advisory/ CS class - additional math credit and pre-pathway/ post-secondary plan for all
- Work towards staff vote for master schedule change to allow for Dual enrollment, credit recovery, internships & pilot additional dual enrollment classes in fall

Equity in Pathway Access and Outcomes:

- Develop Pathway PD Calendars for 2016-17 and secure PD support partnerships (include PD, WBL planning, pathway-specific events)
- Re-structure roles/ responsibilities of admin and counselors in support of SLCs and build admin/ counselor capacity to support SLCs



- revised Pathway outreach plan (piloted this year, revise based on feedback for next year)

EVERY STUDENT THRIVES!

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