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

EVERY STUDENT THRIVES! EVERY STUDENT THRIVES! EVERY STUDENT

# East Bay Innovation Academy

## 2016-17 Measure N Commission Presentation

Presented by EBIA Administration

Presented to Measure N Commission

May 18th, 2017

# Design Process Narrative

East Bay Innovation Academy's design process for the Measure N grant included a system that worked to engage all stakeholders in the design and development of our high school model, as well as opportunities for feedback and revision throughout the development process. One aspect was the inclusion of site visits. EBIA's intersession program provided opportunities for high school staff and administration to attend site visits at other high schools throughout the Bay Area. These high schools were selected based on their alignment to aspects of our design and model, and were followed by professional development sessions wherein teachers and administrators were able to debrief their experience, connect it to aspects of school design and planning, and consider revisions to our own design. Further, we were able to send teams of teachers to two training events to support design and program development - the National Equity Project Leading for Equity Conference and the High Tech High Deeper Learning Conference. The goal of these experiences was to immerse teachers and administrators in two main aspects of our site plan, equitable outcomes for all students and project based learning, to inform continued design and development for our implementation year.

In addition to these targeted experiences, EBIA established a series of feedback and review activities across the school year to guide the design team. The first was via monthly administrative team meetings. These meetings provided an opportunity for members to review feedback and performance data (surveys, student achievement, etc.) and develop strategic plans for the school year and beyond (professional development sessions, school structures, etc.). The second method was tri-annual staff surveys and an annual student and family/school community survey. These surveys provided stakeholders with an opportunity to give feedback on school culture and climate, academics, student performance, professional culture and design. The team was able to review feedback to inform planning, which included changes to our bell schedule, student activities and more. In addition, the school held monthly parent/guardian feedback and listening sessions, referred to as "EBIA Cafelito." These sessions provided an opportunity for the team to hear more informal and ongoing feedback from our community regarding programs and school design. These sessions often resulted in redesigns to program components such as intersession, curriculum and more.

With regards to external stakeholder and industry partner collaboration and feedback, these methods occurred in an ongoing meeting structure. Those partners associated with our intersession program held recurring meetings with our intersession coordinator to establish student programs and run student activities. Further, representatives from partner groups such as Silicon Schools and Next Generation Learning Challenge (NGLC) schools provided feedback and thought partnership on model design and implementation. Across all of these ongoing and strategic design and feedback activities, EBIA was able to gather a high degree of qualitative and quantitative data to guide program development. We began to investigate and learn what was working or not for our students, staff and families, and to make revisions where necessary.

# Focus Areas We Want To Shift

- Pathway Development
  - Design and Implementation of a STEAM Pathway
  - Inclusion of STEAM work based learning
  - Increasing student self-direction in pathway development

- College and Career Readiness
  - Development of social-emotional learning skills
  - Focus on college planning and academic counseling

- Equitable Access to Rigorous Academics
  - Integration of Advanced Placement courses into 9-12 trajectory
  - Elimination of performance gaps across subgroups
  - Support of personalized learning for all students

# Root Causes and Goals

**Root Causes**

- Students entering 9th grade without previous exposure to "non-traditional learning models," such as those including self-directed and/or project-based learning, and often needing more scaffolded supports for successful participation than what was presented in original design.

- Students entering 9th grade often had limited exposure to STEAM coursework and work based learning experiences.

- With a higher than expected percentage of students new to the school (as opposed to those attending the middle school), entering 9th grade students experienced a wide variety of middle school culture and climate settings, and need clear expectations and norms regarding school based culture and climate practices.

- Students entering 9th grade with academic performance significantly below grade level.

**Goals for Next Year**

- Development of a 9-12 intersession STEAM pathway program that supports increased self-direction through scaffolded learning experiences.

- Development of a comprehensive social-emotional learning curriculum that supports college and career readiness, to be implemented through our advisory program.

- Hiring of a Dean of Students to support positive school culture and climate and the implementation of school systems for increased student leadership and positive peer-to-peer interactions.

- Course aligned implementation of blended learning tools to guide academic intervention in literacy and math.

# Instructional Focus and New Design Features

- Instructional Focus
  - Project-Based Learning - Hands on academic experiences with a focus on real world learning.
  - Blended Learning - Access to technology and use of platforms that personalize instruction to meet students at their academic level.
  - Equitable Course Access for all Students - A non-tracked system wherein all students have access to advanced level courses.

- New Design Features
  - Upper School Intersession Program - Commitment of academic calendar time to work based learning experiences in STEAM fields.
  - Advanced Placement Courses - Student access to AP coursework beginning in the 9th grade and extending through the AP Capstone program.
  - STEAM Pathway Development - Integration of additional courses, particularly at the AP level, in computer science, visuals arts, sciences and math.

# Action Plan

- **Research and Feedback**
  - Survey families, students, staff and industry partners for feedback on design plans and needs assessment
  - Analysis of Year 1 student course-based and ACT Aspire academic performance, organized by subgroups.

- **Design**
  - Development of 9-12 course sequence for general and pathway courses
  - Development of 9-12 intersession program scaffolding towards work-based learning
  - Development of 9-12 social-emotional learning curriculum.

- **Implement and Revise**
  - Set targets for access and performance for subgroups
  - Complete staff training and onboarding for pathway and social-emotional learning rollout.
  - Develop feedback structures and trimester and yearly benchmark targets to track program success.

# 2017-18 Measure N Budget Allocations

| Budget Allocation | Root-Cause Analysis | Pathway Development |
|---|---|---|
| $20,000 - Achieve3000 | Academic intervention for high needs students who enter 9th grade performing below grade level. | Support of academic intervention in literacy. |
| $5,000 - ThinkThroughMath | Academic intervention for high needs students who enter 9th grade performing below grade level. | Support of academic intervention in math. |
| $5,000 - Apex | Academic intervention for high needs students in need of additional scaffolded support to meet A-G requirements. | Support of targeted course extension and recovery. |
| $6,000 - NWEA MAP | Allows for tracking of student progress towards grade level mastery. | Support of analysis of academic progress and intervention. |
| $65,000 - 1 FTE, Dean of Students | Additional FTE to support implementation of college and career readiness skills along with the development of positive school culture and climate. | Support of college and career readiness as connected to social-emotional learning and school culture and climate. |
| $7,000 | Student access to intersession and work based learning program requires scaffolded support. | Training for staff to support pathway development and intersession programming. |

# Implementation Year 1

- Survey and Feedback Methods
  - Student, staff and family triannual surveying on academics, culture and climate and pathway development
  - Recurring check-ins with industry partners on intersession and pathway program development

- Data Analysis and Review
  - Baseline and midyear NWEA MAP testing to monitor academic progress
  - Summative ACT Aspire testing to monitor academic readiness
  - Triannual course pass rate analysis

- Team Planning
  - Monthly design team meetings
  - Triannual teacher professional development deep dive weeks

# *EVERY STUDENT THRIVES!*