

Measure N
Year One Participatory Action Research Evaluation (PARE) Final Report
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I. Introduction and Overview of Measure N and the Evaluation Expectations

“If we're not curious and learning, our students aren't curious and learning.”

- Public Health Academy (PHA) at Oakland High School, from their Implementation Reflection Narrative, Spring, 2017

An **Oakland Unified School District Parcel Tax, Measure N** ballot question was placed on the November 4, 2014, election ballot for voters in the Oakland Unified School District in Alameda County, California. It was **approved**.

Measure N authorized the district to impose for ten years an annual parcel tax of \$120 per unit of property. Measure N earmarked the tax revenue for adding school programs designed to prepare students for colleges and real-world jobs and reduce dropout rates. A two-thirds supermajority vote was required for the approval of Measure N. The measure passed with 76.57% of voters voting yes.

The ballot question read:

To reduce the dropout rate and provide Oakland high school students with real-world work and learning opportunities; prepare students for admission to the University of California and other four-year colleges; expand mentoring, tutoring, counseling, support services, and transition to job training programs; shall the Oakland Unified School District levy a \$120 parcel tax for ten years, with low income and senior exemptions, no money for Sacramento, and all money benefiting Oakland students?

The stated Purpose of The College and Career Readiness for All - Measure N - fund:

The Oakland College & Career Readiness for All Fund is established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences. This comprehensive approach creates small learning communities of career-oriented pathways, and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career.

The Measure N Goals:

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner status, special needs and residency

II. Purpose of the Participatory Action Research Evaluation (PARE)

What is the Measure N Participatory Action Research Evaluation (PARE)?

Why an evaluation? What purpose will it serve?

In order to respond to the Oakland Community's investment in Oakland high schools and students through the College and Career Readiness For All Initiative (Measure N), the Measure N Commission has asked that the progress and implementation of the Initiative be evaluated annually. The purpose of the evaluation is to facilitate a highly participatory, ongoing, results-based inquiry process involving the Commission and OUSD district leadership, school site leaders, pathway leaders, teachers, students, families, and community partners, thus investing in long term capacity for ongoing reflection, learning, growth, and improvement of all stakeholders. The evaluation will provide information, findings and analyses, and recommendations for supporting sustained school and student level academic improvement and acceleration through the implementation of linked learning college and career pathways.

The Commission recommended a **Participatory Action Research** design for the evaluation (PARE), so as to maximize the amount of learning, growth, and capacity building that could result from both the process and the findings. The Commission is interested in community ownership of the process and results, rather than engaging an outside organization to design and conduct an evaluation that might not have as much impact. Therefore, at the request of the Commission, the High School Linked Learning Office (HSLLO) has designed and is overseeing the conduct of this Evaluation. We intend the evaluation to deepen the understanding, and thus the quality, of the design, implementation, outcomes, and impact of the Initiative.

What methods will we use?

Action Research combines inquiry and action. **Participatory Methods** emphasize collective inquiry and community change, enlarging the realm and focus of actions. **Empowerment Evaluation** adds an explicit focus on increasing the capacity of stakeholders within organizations to improve their own practice. It is designed to help people help themselves. Working from these perspectives will enhance long term capacity for ongoing reflection, learning, growth, and improvement. In addition, we can nest the evaluation design in inquiry work already in process with many of our pathway teams and school sites. The nature of the work that we want teams to be doing together as communities of practice already has to varying degrees an inquiry lens and process to it. (Examples include: the instructional design and revision cycle, the pathway cycle of continuous improvement, school site cycles of inquiry, and student action research.) Coaches, who are already supporting our sites to do this work, become action research facilitators.

Using both formative and summative assessments of progress and outcomes, and qualitative as well as quantitative data, we will assess the progress and outcomes of the Initiative in an ongoing manner. The results will be presented to OUSD administrative leadership, as well as to the OUSD Board of Education, the Measure N Commission, and other stakeholders, through periodic reflection and review, convenings, and reports.

III. Background on Linked Learning Pathways as the Systemic Strategy for Implementing Measure N

Linked Learning Office before and during the DI9 Years

Oakland, as a partner in the Irvine Foundation funded DI9, or nine district pilot initiative, is committed to the design, implementation, quality, and continuous improvement of wall-to-wall Pathways for all Oakland high school students by 2020, and to supporting the site leadership necessary to lead the process of design and implementation across all our high schools. Our 2016-2017 theory of action for this work is as follows: If we work with schools to develop systems and build the capacity of site teams to create and sustain equitable Linked Learning Pathways, then by June 2017 more historically underrepresented students will be on track to graduate with a clear plan in hand for college, career, and community success. The HSLLO supports the transformation of all Oakland high schools through building the capacity of pathway teams and site leadership to create high quality equitable pathways such that all Oakland students graduate from high school as effective agents capable of learning and leading their own lives successfully.

OUSD has a long history of capacity to develop pathway-like programs, through supporting California Partnership Academies for over twenty years in Oakland. The Linked Learning Office and Oakland Pathways have been part of the James Irvine Foundation funded Linked Learning District Initiative (DI9) for over seven years, as one of the pilot districts for Linked Learning. This past year the Linked Learning Office merged with the High School Office in order to assure that our support for high schools would be coordinated and coherent. Guided by this office, Oakland has expanded from 13 to 32 pathways and expects to achieve our goal of 100% of Sophomores and 80% of all students equitably placed in pathways by 2020. We have a strong history and system of support that includes full time Pathway Coaches at all large sites, a Pathway Coach shared across the small schools by design, and a Pathway Coach for the Alternative Ed schools, a very strong Work Based Learning team with Work Based Learning Liaisons at sites, a Dual Enrollment team, technical assistance for pathway program of study development, Career Technical Education (CTE) course design, CTE credentialing, and CTE/UCCI curriculum development, a health pathway development team, a computer science program coordinator, an apprenticeship coordinator, and a team of Network Partners who directly support Principals. All of this work is coordinated at sites by the Pathway Coach, and involves nested cycles of inquiry to support building the collaborative capacity of leaders and professional teams of teachers to implement and sustain the effort.

Coherence Model - What we hope to achieve.¹

One of the main challenges facing us in implementation has been the tendency for various district initiatives to remain somewhat piecemeal and thus fragmented, a challenge that we know from our James Irvine Foundation funded Linked Learning District Initiative (DI9) partnership is true across all the districts attempting to implement Linked Learning pathways. At the center of any systemic improvement effort, such as the Linked Learning initiative, must be a razor sharp focus on the quality of the instructional core, as Richard Elmore tells us: "...what

¹ See Coherence Model Diagram in the Appendices.

determines the overall quality of and performance of the system is what happens in classrooms between teachers and students in the presence of content.” Elmore is even more emphatic: “Improvements can occur *only* in three ways: increasing the level of content, raising the knowledge and skills of the teacher, or changing the role of the student in the instructional process.” Our experience in coaching, consulting, and providing technical assistance in the development of Linked Learning Pathways over the past five years suggests we must do all three in concert.

The rich and complex learning experience that Linked Learning envisions for all students assumes the mastery of Common Core, Next Gen, and CTE Standards in an increasingly integrated setting; however, standards alone do not constitute the engaging and meaningful real-world learning experience that students need. Mehta found that students need regular opportunities for *Mastery*, the recognition of their *Identity* (in the sense of seeing themselves in the learning experience), and *Creativity* (in that they are creating knowledge in the process, not just receiving information). Fullan describes the student experience as “*My learning, My aspirations, My belonging*,” emphasizing the student-centered nature of powerful learning, where the student sees herself as an agent of her own learning. Connect Ed California’s Linked Learning experience with the nine early adopter districts summarized high quality student learning as, Collaborative, Student Directed, Outcome-Focused, Relevant, Rigorous and Integrated.

Improvement in the quality of the instructional core is created in the *practice* of teachers. Fullan states that what many teachers feel is “overload, fragmentation, stress, and a lack of coherence... What we need,” Fullan suggests, “are coherence *making* strategies at the local level, not the *appearance* of coherence at the state and national level.” Coherence is created in the actions of people working together collaboratively on their shared practice, no matter where they are in the system.

Fullan and Elmore both tell us that systemic improvement will not occur simply from the development of individual teacher capacity; it results from a strategic focus on the growth of collaborative capacity, the ability of adults to work together in sustained and complex interactions, focused on the ongoing improvement in the quality of their practice. That adult work must mirror the complexity of the interactions that they wish their students to experience in the instructional core, which Elmore refers to as “system symmetry.” Teachers gravitate toward settings that evince aspects of what we know from adult learning and social learning theory, mirroring the same kind of self-directed learning, or agency, that we have described above in engaged student learning. This collaborative capacity of teacher teams is at the core of Linked Learning Pathway development, thus any coherent theory of action and approach.

Practically, in OUSD, this means systematically aligning and bolstering two major district-wide initiatives that have been the focus of two district offices and most OUSD schools for over five years. The first, led by Teaching and Learning, is the implementation across all schools of Common Core aligned instruction; the second, until this year just in our high schools, and led by our merged Linked Learning and High School Offices, has been the design, implementation, and continuous improvement of Linked Learning College and Career Pathways (entering its eighth year; but over 20 years with precursor California Partnership Academies; and one year since beginning our own Measure N funded district-wide, ten year commitment to wall-to-wall pathways in our high schools). Our focus for these initiatives has been, initially, the quality of

practice and performance, and, second, consistency and scalability of these practices equitably across the district, leading ultimately to significant improvements in student achievement, and readiness for college, career, and community choices for all students after graduation. The district is currently implementing its Linked Learning framework and aims to have 100% of the class of 2022 connected to a Linked Learning Pathway by 2020.

Context: OUSD Pathway to Excellence Strategic Plan

In addition to the Measure N Goals, the OUSD Pathway to Excellence [2016-2017] states these goals:

- Provide every student with access to a high-quality school
- Ensure each student is prepared for college, career and community success
- Staff every school with talented individuals committed to working in service of children
- Create a school district that holds itself and its partners accountable for superior outcomes
- Guarantees rigorous instruction in every classroom, every day

IV. Executive Summary: So what happened this year?

At the heart of our collective action research, and the most participatory of the work we did this year, is the ongoing continuous improvement cycle of pathway teams and school sites, which is where the real purpose of any action research inquiry must reside, “investing in long term capacity for ongoing reflection, learning, growth, and improvement of all stakeholders.” That is the reason that the first area of exploration in this report is a cross-site summary and analysis of data from each pathway’s and school site’s own reflection as captured in narrative analyses and the SPSA’s of each site.

For the cross-site analysis we chose to use the categories from the Linked Learning Logic Model, as those align most completely with all the necessary components of a Theory of Action that we believe will lead to the Outcomes and Impacts that Measure N expects. Those categories include:

- **Inputs** (“*what we invest*”), such as resources, people, funds, the Linked Learning initiative design, existing pathways and CPA’s, partners, students and families, etc;
- **The “How” of Support**, including the support provided by Pathway Coaches, CCRS’s, WBLL’s, Admin support, Network Partners, T&L Coaches/Specialists, and other TA providers;
- **Activities** (*supporting collaborative capacity building*), including school and pathway recruitment, enrollment, and selection; design and continuous improvement activities; leadership activities; and instructional core activities;
- **Structural Changes** (*supporting systemic solutions*), including equitable options and recruitment systems; master schedule changes; school and district organizational changes; and instructional core structural changes;
- **Outputs** (*supporting coherent, high quality instructional core and improved student performance*), including student experience and adult experience;
- **Outcomes and Impacts** are discussed in the quantitative data section of the report.

We present **patterns and themes** across these categories in that section of the report below. However, Peter Senge reminds us that in order to achieve transformational purposes, one must be able to see events and then look for patterns, and see patterns and then look for deep system structures. Merely intervening to change events or patterns will not get us the results we desire; we must intervene at the level of deep system structures. Across all these categories, then, several “deep structure” conclusions arise from our analyses. They have to do with **systems, conditions, the deep practice of instructional core change, and equity**.

Systems

We are engaged in a transformation of school in Oakland. It is a transformation of the learning experience of our young people. That requires a deep transformation of adult practice, which requires a transformation in the systems supporting that adult practice. Many of our systems (and the underlying culture that supports them) are not designed to support this transformation. From things as seemingly simple as materials procurement and contracts, to administrative tasks like the logistics of WBL experiences, to report completion and submission, to understanding of and access to funding streams to support the work; systems of communication, role definition, procedures, and workflow are not designed to support the changes in the organization of high school and the change in the instructional core we need.

When pathways were CPA's and "flew under the radar," and were able to act somewhat like independent agents, with support from the then College and Career Readiness Office, the scale and the personal connections of the work made these tasks easier to manage in ways that felt supportive to the Academies; scaling has pointed out the shortcomings in existing systems, which have strained to keep up. Pathways-as-high school need better support systems aligned with Pathway work. Otherwise, the burden on teachers exceeds their capacity and interest in continuing the effort. It is not clear that overall we have the infrastructure in place to support expanding pathway work, and with the current budget crisis, many systems that might be aligned to support pathway work seem to be shrinking in capacity just as we are attempting to scale the initiative.

Conditions

As the Coaches and others have watched and participated in the process of the scaling of wall-to-wall pathways across the district, they have noted significant variation in the extent to which certain conditions necessary for effective design, implementation, quality, and continuous improvement of pathways are in place. Some of these have to do with how well developed the culture of collaboration is, the ability of teams of adults to engage in the necessary ongoing complex conversations effectively and productively (which Coaches can influence, given other conditions, such as addressing the challenges of teacher retention, at some sites). Some have to do with resource allocation, which connects directly with the last deep structure below, equity. Others have to do with getting the structural priorities and conditions right such that teachers can meet regularly and students can be in cohorts (and the collaborative culture can develop). There are serious implications for changes in site and district leadership capacity and systems, in the understanding of, and the skills needed to lead, the kinds of pathway development work and organizational changes we are attempting, as leaders shift from a more NCLB and high stakes assessment and compliance mode into leading complex adaptive change processes with professional communities. We also experience serious challenges to leadership due to high turnover and lack of experience in leadership roles, particularly in the large comprehensive high schools. There are necessary conditions of collaboration, and resulting coherence, on policy and practice at the district office level (e.g. between Teaching and Learning and the HSLLO), and of vision and focus at the senior leadership and governance levels. Overall, there is a question of the extent to which the district as a whole is willing to build a strategic, symmetrical, and coherent system supporting wall-to-wall Linked Learning Pathways.

Deep Practice

Two years ago OUSD participated in a ConnectEd sponsored convening across the DI9 districts to discuss graduate profiles and how different districts were using them. A broadly representative group of OUSD staff met and discussed the various initiatives of our various offices and their overlap and alignment in working toward a focus on our emerging OUSD Graduate Profile. In the course of the dialogue, a number of constraints to effective alignment emerged. Most significant were: the lack of a district commitment to a performance based assessment system, and a serious non-alignment of initiatives that resulted in site overwhelm and paralysis (not to mention incremental stress, cynicism, resistance, trauma, and burnout of teachers). As we have pointed out in the Coherence section above, truly to transform the experience of learners, we must focus all resources on improvements in the instructional core. To do that, we must support the collaborative capacity building of teams of teachers to engage in complex conversations about their practice and its improvement, consistently and persistently over time. This focus on deep practice transformation means that the rest of the system must

mirror and support this complex conversation and collaborative capacity building; all adults must challenge and change their collective practice so it focuses on the instructional core. The most robust transformative deep practice that happened this year was in pathway teams themselves, supported by pathway coaches, T&L content specialists, and other direct TA providers related to content and process (WBLL's, Dual Enrollment, Computer Science). That process is necessarily slow, and should be planful, reflective, and deliberate. The practice that most impeded deep practice focused on the instructional core was related to compliance and procedures that are considered necessary work to maintain bureaucratic systems, but detract from and wear down those attempting to do the deep practice change. Many of these were last minute, fragmented, sometimes conflicting, compliance demands, or seemingly endlessly repetitive or redundant requests for paperwork. School district bureaucracies have proven (by design) almost impervious to shifting these kinds of practice, from procedural and programmatic practice that preserves the status quo, often just by distracting us from the focus needed, to deep collective learning, and OUSD is no exception. There are many fine, smart, committed, people working in OUSD, passionate about educating our children and passionate about equity. It is not clear that we are all pulling together in support of the collective learning and culture change necessary for this initiative to succeed. If we can't, then we should just get out of the way.

Equity

The deepest and most pervasive challenge to the transformation we wish to make is the question of how the district wants to address the structural, systemic, historical, and privilege-driven inequities that ostensibly Measure N hopes to undo. While the very foundation of Linked Learning Pathways is designed to create a more equitable "pathway" toward college, career, and community success, many factors complicate this intention. Current systems in OUSD combine in positive feedback loops to reinforce inequities. The challenge for pathways and school sites is that, even with the most willing and knowledgeable leadership of Pathway teams, collaborations by Pathway Directors, and site leadership, beyond pathway balancing by various categories in the pathway selection and placement process, and pathway persistence made possible by welcoming pathway cultures and deliberately culturally responsive teaching, other factors continue to contravene the success of those efforts (and they have been extremely successful within the sphere of influence they have). Some of those factors include:

- incompatible policies and practices of the Student Placement Office,
- combined with district policies about "right sizing" of schools that are not aligned with the structural needs of pathways,
- policies about the placement of late registering students and students arriving mid-year,
- the clear failure of the Options process to result in equitable access to schools (in fact, even that office would admit that the Options process has contributed to the re-segregation of our schools),
- the slow shift in demographics and the pressure of families with voice and privilege that is resulting in almost all our white students attending one of our high schools (thus pushing out students of color and compromising some funding streams requiring at least 50% "high risk" students, including the funding for our CPA's),
- the "segregation" of certain schools considered low performing into a different network, effectively taking them out of the dialogue about resources and equity as well as networking with and sharing learning with other sites,
- a compounding shift in teacher demographics where more veteran teachers drift away from certain schools with more challenging populations, resulting in more inexperienced

teachers making up the faculties at those schools, and thus creating a more difficult professional culture at those schools, such that retention becomes a problem,

- added to the slow drift away from those schools of families that have access to decision-makers in the system, thus,
- declining enrollment in those schools and over-enrollment in others, and thus,
- the placement of more mid-year arrivals and students returning from the juvenile justice system in the higher needs and lower enrollment schools with less experienced teachers...

All of these dynamics contribute to increasing inequities in the overall system, that pathways alone cannot solve. Who leads when it is dynamics analyzed as a whole, rather than just the actions of one person or choices in one place, that result in reinforcing inequity?

These four are the deep system structures that we must address if the work to create wall-to-wall pathways across the district is going to result in the Outcomes that the people of Oakland voted to support when they passed Measure N. How shall we respond to the needs for transformational leadership that will be required across the district to change these deep structures?

V. Patterns and Themes across the District (analysis from the SPSA's)

Categories from the Logic Model²

We decided to sort and analyze the data from the SPSA's into the categories from the Logic Model, so we can see how Inputs combine with Activities to move toward Structural Changes that make it possible for there to be Outputs (such as Changes in Student and Adult Experiences), which, according to the logic, would lead to the desired Outcomes and Impacts of Measure N. This was the original intent of the evaluation design as shown in the methods document (see Appendix), where our evaluation questions aligned with the Logic Model categories.

Inputs (What we invest) (1st Column of the Logic Model)

The “How” of Support (Pathway Coaches, CCRS's, WBLL's, Admin Support Staff, Network Partners, T&L Coaches, Technical Assistance Providers, HSLLO Budget Support, Funding)

A. Coaching, Technical Assistance, & TA Providers:

Successes:

(see more extensive discussion of each of these successes in the HSLLO section of the report, below)

- Support for build-out of a **Dual Enrollment** system was a strength, and the scaling of numbers of courses offered and student enrollment a huge positive.
- Work to deepen and spread the **Graduate Capstone**, and Senior Seminars supporting it, was very high quality and broadly positively regarded by sites and teachers.
- The scaling of **Computer Science** classes and the growing team of CS teachers was another success.
- The HSLLO **Work Based Learning** Team significantly expanded support for district-wide initiatives as well as site-specific WBL experiences (including a second annual and enlarged Career Expo with associated preparation, an expanded summer internship program, and greater exposure to opportunities in the skilled trades). We also embarked on the coordination of school-year internship programs at schools that had developed outside the influence of the Linked Learning Office.
- **Coaching** support was considered universally a positive, although there were many pressures on Coaches to divert focus and energy to non-coaching administrative and other tasks. What we know from research on and experience with coaching in systems change is that most often it is this dissipation of focus and loss of central clarity about purpose and theory of action for the work that results in loss of capacity of the coaching system to achieve its intended impacts. The Coaching Approach, Mission, Theory of Action, Equity Stance, and Priority areas of work are included for context; later in the report there are examples of coaches' action research.³

² See Linked Learning Logic Model in the Appendices.

³ A larger section on Pathway Coaching is inserted into the HSLLO Action Research section below.

Challenges:

- The decision to hire **ERS** as a strategic planning consultant team raised many questions across the school sites and in the LLO:

A number of questions arose about the decision to hire ERS, how it was made, where the funds came from, what the theory of action around their work was, and what the MoU (if there was one) stated the focus of work was. There was no opportunity for some members, like coaches, or LLO staff, to provide input to the process of deciding whether to work with ERS.

Several have noted that ERS was not that helpful:

It was never clear what exactly the intended outcome of their services would be (apparently sites were told it was technical assistance on master schedule, but the overall work seemed more like intensive strategic planning, and it took months to align their approach to pathway development needs). ERS was presented as a much-needed support for master schedule development beyond what other consultants could provide, yet they ended up offering no support for master schedule. Several sites reported that they did not get (and really needed) master schedule support. After all the many meetings where priorities were decided, they ultimately were left on their own to do the challenging and technical job of making these priorities a reality (which in some cases meant that they couldn't actually be realized...).

It was challenging to work with a consultant who did not know our team, our site, our students, our city. For the most part what they offered during their prescribed process never really felt like the right thing that was needed at that time. [One person] met with them for multiple consultation calls at the beginning of the school year (including over breaks) to clearly explain that the site needed support with 2 very concrete things that supposedly they were expert in: 1) community engagement and communication strategies to mobilize schoolwide master-schedule design work, and 2) technical support in building a master schedule that supported pathway cohort purity. ERS provided neither of these... until the last month when they helped map 1 grade worth of 1 master schedule board - which was helpful, but far too late. The allocated half a day a month of on-site coaching with principals never happened [at one site].

In February, [one site] was asked the week after the site had already completed its academy recruitment to use the tool designed for OHigh (which worked at OHigh because the team using it had spent three years developing their collaborative capacity to engage in this sort of challenging equity focused discussion and decision-making, and the tool merely supported an already effective human process). It was not only too late, but the tool wasn't helpful for the site context at that point (there was not a comparable collaborative process and culture in place to use it). More than half way through the process, nearing the point of [one site] not continuing with ERS's work, they responded to concerns, and worked to be more collaborative in designing the content of the sessions.

Others have noted that the most useful aspects of their work were the tools and technical support, such as the master scheduling staffing calculator and spreadsheets: They did bring a tool to help analyze the master schedule and determine a need for 3 more FTEs - this data was used in the appeals process. They developed a tool that supported the pathway placement process. They helped map PD goals and calendar for next year.

Some sites received hands on assistance to talk through scheduling scenarios, input numbers,

and discuss various charts. Some felt that this direct consulting work was most helpful, especially work on models and materials. One site, a new school and a small school, felt it was useful to have ERS help push the conversation forward around priorities for next year, which informed their SPSA and began their professional development conversation. It could have been done without ERS, but sometimes facilitation coming from an outsider is useful, especially when things got contentious.

- **SPSA/ Measure N Self Assessment and Continuous Improvement Process:**

The SPSA was universally regarded as a cumbersome and non-teacher-friendly impediment to authentic team-based inquiry and reflection, and having it arrive incomplete, inaccurate, and late added to the sense of it being a compliance tool rather than a support for pathway team collaborative inquiry. If we are trying to encourage the development of collaborative capacity and reflective capability as a core for pathway design, implementation, quality, and continuous improvement, then the SPSA is not the tool for this process. **If our goal for this evaluation process is “...to maximize the amount of learning, growth, and capacity building that could result from both the process and the findings,” then the SPSA, as a tool for those purposes, fails to deliver in any way.** There have been much more teacher-friendly data-driven reflection and planning processes and protocols used in the past in the development of Linked Learning pathways, both in Oakland and elsewhere. We might consider redesigning this process.

- Measure N tabs and format of SPSA were added late and were unclear;
- Data were not input into the SPSA, leaving that effort to Joanna and the Coaches, at the last minute;
- Measure N Self Assessment rubric was added at the last minute;
- Additionally, the teams in the Elevation Network engaged in three distinct reporting/ planning processes each year.

- **Setting up Work Based Learning Experiences:**

- Some sites noted a delay in scheduling CEVs and College Visits, and a slow turn around time on scheduling field trips.

Opportunities for Learning:

Many of these challenges of support could be overcome by a more proactive, strategic, collaborative (hence, coherent), and reflective planning process within the HSLLO. Taking the time to create effective internal cycles of inquiry where the work that the HSLLO does could be designed, enacted, and reflected upon in a collaborative reflective process could go a long way to resolving many of the challenges in the way support is provided and perceived (see below, in the HSLLO Inquiry section).

B. HSLLO & Other District Budget Support, Funding, Contracts, Fiscal Support:

Challenges:

- **Understanding Funding Sources and Constraints:**

The process for accessing funds was, and remains, unclear and/or unknown to many. Additional layers of justification and documentation for accessing funding/carryover funds delayed efforts to access funds in a timely manner. Principals cannot drill down into budgets for Measure N funds; it is difficult to track why or if funds have been moved or encumbered. Coordinating between Intel, CPA, Measure N, and other funding sources has been confusing at times, as the

parameters have sometimes been confusing (example: how much funding we will get from Measure N, and how we can access it), or have changed periodically. Overall, across the district, funding, contracts, purchasing, and tracking these was a consistently raised challenge.

- **Contracts** with Community Partners and New Positions:

It took many months to get Mills paid for a partnership at Tech, which caused stress on their part, however they stuck with us. In general, across sites, lengthy contracting processes and lack of clarity around the process made it difficult to get consultants/part-time positions hired and/or paid in a timely fashion. At one site, a Language Support Assistant was working for months without being paid even though the role had already been piloted in the planning year; at another, a Student Support Mentor was not able to start until second semester.

- **Purchasing** of Equipment and Supplies Related to Pathway Development:

There was an extreme backlog in the procurement of items ordered/purchased through Measure N. Some equipment that was ordered was stolen once received by the site. Purchasing equipment through Measure N was a constant challenge (e.g., Kindles and Chromebooks did not arrive, and were part of the literacy, SRI and ESL "strategy"). The process for accessing funds prevented purchase of needed materials for science and technology classes. There were not enough computers to meet requirements to run particular software required for PLTW courses.

- Several of these challenges reflect **district-wide lack of systems and clear job roles (with accountability) and workflow development.**

Activities (support collaborative capacity building) (2nd Column of the Logic Model)

Note about the Logic Model and the Non-Linearity of Complex Change

In complex change processes such as Measure N Wall-to-Wall Pathway development, certain aspects of a Logic Model do not quite hold true. For instance, we normally think of the flow of the logic as going from “inputs” to “activities” to “structural changes” and “outputs” and then “outcomes,” etc. However, as you will see with certain structural changes, it is essential that we lead a process of conversation, dialogue, and decision-making over several years before some kinds of changes can gain the broad understanding and commitment that is necessary, and, paradoxically, certain structural changes are necessary to create the conditions for people to come together in as intensive and ongoing a way as is needed to make those conversations possible (i.e., it is necessary to create some early form of the structural conditions for the conversation that is needed to agree to the changes in structural conditions). Hence there is a certain amount of iterative or non-linear thinking and planning that is needed.

A good example are the changes in the master schedule that support pathway integrity. The school that has made the most significant change in master schedule that is aligned with pathway integrity is Oakland High School. OHigh took three years to get to a place where the adult community was ready for that change, and is at the end of a fourth year now, where teachers have been revising their practice to fit into a 90 minute block schedule. The results have been exciting to see, and quite positive, but the process took that long to address the complex nature of the process, which clearly was not just a technical problem to be solved. In the interim, school leaders had to find the time in an already impacted schedule for the teachers to meet to learn about, discuss, argue through, and decide on the change in schedule. So,

although in our Logic Model, “activities” occur before “structural changes” and “outputs,” in a seemingly linear fashion, in reality, there are iterations and feedback loops.

School & Pathway Recruitment, Enrollment, & Selection

- (see below, under “structural changes”)

Design & Continuous Improvement Activities

Many sites did not continue to use a “Design Team” structure to manage overall implementation of their Measure N plans after the planning year. In some cases, the design team transformed into a new form, such as the Equity Team at Oakland Tech (see Coach case study narrative below). In other cases, existing teams such as Instructional Leadership Teams (ILT’s), Pathway Director teams, or even individual Pathway teams took over the role to oversee implementation. In some cases an Administrative Team became more involved in overseeing the process, with mixed results (see leadership activities, below). In a couple of cases, existing design teams, even from redesign work started before Measure N, continued to function and supported increased engagement of staff, coherence building across the site, a focus on schoolwide instructional strategies, and then an increase in energy and time devoted to pathway team building and pathway development (see Coach case study below, Castlemont). We are learning that there needs to be significantly more effort put into community engagement, as well as student engagement, throughout the design and implementation process. Overall, we would like design teams and pathway teams to move toward a culture and process of more integrated and ongoing continuous improvement, learning, and growth.

One notable and very different configuration is that of the Alt Ed Schools’ Design Collaborative, which is managed by a Network Director and a Pathway Coach.

For the 2015-16 OUSD academic year, Measure N Design Teams were assembled at the Alt Sites. In addition to bi-monthly site-based design team meetings, Alt Ed sites, including Sojourner Truth, Rudsdale, Dewey, Community Day, and Bunche, convened monthly to engage in cross-site Alt Ed Design Labs often with all staff present. Prior to presenting at the Measure N Commission, Alt Ed sites began initial planning with Principals, Assistant Principals, and TSAs to draft the Measure N plans. Several months thereafter, an Alt Ed Pathway Design Retreat was convened to flesh out Measure N plans with Alt Site Design Teams. In summary, Measure N planning and Linked Learning Pathway PDs happened in one of the following formats.

For this 2016-17 OUSD academic years, most of the Measure N Design Teams at Alt Ed sites reformed as the Instructional Leadership Team (ILT) to have one main leadership team that integrates instruction and implementation of Measure N Pathway design features outlined in the plan presented to the commission. ILTs meet weekly or every other week. Mid-way through the year, the schools realized the ILTs were focusing mainly on instruction, and as a result, they adjusted their meeting scope and sequence to ensure they focused on pathway design once a month during their meetings. Moreover, Alt Ed Design Labs reduced in frequency from once every month to once every two months to give more time for cross-site content PLC professional development time and included regular participation from Street Academy as well.

- Alt Ed Design Labs (1 x every 2 months)
- Mid Year Principal and Leadership Team Retreat (1 x year)
- Alt Ed Pathway Design Retreat (1 x year)

In retrospect, holding Alt Ed Design Labs more frequently (e.g., once a month) may have been needed, not only for planning but to continue calibrating and building a shared understanding of what it means for a school to become a pathway. In particular, this made it possible to focus the pathway themes and linking learning to industry. As in 2015-16, the mid year Principal Retreat and pathway design retreat continued to be high leverage planning time for sites.

In the case of one smaller school with a mostly new staff and leadership, the design team process became the high school design process. They followed these and other steps in their design process (see Coach case study below, Madison Park, for elaboration):

- Used multiple stakeholders to engage in the process of identifying pathway theme
- Creation of SLT to have distributed leadership and teacher voice
- Hiring committee that includes students
- Hire pathway coach to analyze and collectively determine future pathway design
- Examined industry and economic data, examining the landscape of existing OUSD pathways, and engaged our teachers in a critical design process
- Selected them of Design with two strands for Engineering and Graphic Design
- Hiring CTE teachers for both subjects
- Developed course sequence after visiting a number of sites, collecting data in support of students and family interests related to Digital Design and Engineering
- Treating this as a “start-up” and thinking creatively
- Utilizing design thinking strategies
- Including partners, such as our advisory board
- Using the ERS Progress monitoring tool.

Several learnings across sites about the design and implementation process include:

- We’ve learned that more organization is needed to help our team navigate many different types of meetings and documents. We also need more structural organization in terms of having access to up to date rosters and student information.
- We’ve learned a lot about how to implement effective interventions, as well as the structures we need in order to do this (having a case manager, having common preps)
- We’re revising our pathway development based on the equity team data: we’re continuing to work on our recruitment events so that we can get a representative cohort based on ethnicity and gender. We’re also using the equity team data to evaluate and plan academy policies for rigorous academic instruction, by creating a clear definition of rigor in our academy and continuing our work on integrated projects.
- Being a new pathway on a site with well established pathways and being held to same expectations has created challenges. We are still finding out what we don’t know and how to get help.
- With demands of MN and what’s asked of teachers, we have to prioritize and determine what will have the greatest impact on student achievement.
- Now that the Fremont Design Team has accomplished this year’s primary focus of a pathway reconfiguration, this leadership body can serve a greater role moving forward in progress monitoring:

- Measure N allocations move smoothly to get funding in place
- Supporting implementation of projects and Measure N-funded roles with resources, connections, training, etc.
- Constant evaluation through reflective cycles of inquiry, presentations to the Design Team, capturing data and using data to drive revisions and next steps to implementation plan

Leadership Activities

Principals and AP's have had very little professional learning specifically around Measure N, and they have for the most part not received the kind of supervision needed to support wall-to-wall pathway implementation. For those reasons, and because the leadership of the change process around a large scale systemic initiative with an equity agenda is very different from the management of a school site, we feel Site Leaders need:

- Leadership Coaching on how to lead pathway development at their sites (positional leadership, symbolic leadership, moral leadership, transformational leadership, understanding of pathways and pathway development);
- Support to make the appropriate operational decisions to support pathway development at their sites;
- To be held Accountable (support & pressure & having their backs) for their leadership decisions supporting pathway development;
- Support for learning to Manage Administrative Teams to support pathway development at their sites.

They can get that through a combination of (any one of these by itself is insufficient):

- Leadership Coaching
- Professional development
- Technical assistance
- Community of practice
- Supervision

So the questions that need to be addressed are:

- What sorts of **leadership** coaching do Site Leaders currently need on how to lead pathway development at their site (positional leadership, symbolic leadership, moral leadership, transformational leadership, understanding of pathways and pathway development, leading with an equity lens in complex adaptive systems, etc.)?
- What support do Site Leaders currently need to make the appropriate **operational decisions** to support pathway development at their site?
- What kinds of **accountability** do Site Leaders currently need (support & pressure & having their backs) for their leadership decisions supporting pathway development at their site?
- What kind of support do Site Leaders currently need for learning to **manage Administrative teams** to support pathway development at their site?

A counterpoint, though: The Small By Design schools were built with this kind of leadership in place right from the start, and so their needs are very different. The Alt Ed schools have a strong system of support in place also, with the Alt Ed Collaborative. This analysis thus recognizes a site-by-site need for deep understanding of context in supporting leadership development and accountability.

Instructional Core Activities

Several activities needed to occur to support the kinds of changes in the instructional core that are necessary for a real transformation in the learning experience of students. See above under “Coherence Model” for some thinking about that. There has been significant HSLLO work over several years to create relationships and opportunities to align meaning and process, and then policy and practice, with Teaching and Learning. Some of those conversations have been about common understandings of what we mean by authentic performance based assessments, some about how content area support people can work with coaches and pathways to support the intersection of content standards and CTE standards in learning experiences that are more engaging and meaningful to students, with real world connections provided by being situated within industry sector work based learning experiences. Others have been in attempts to design teacher collaboration settings that don’t preference content area PLC’s over pathway communities of practice, or vice versa.

Successful collaborative capacity building around teacher teams has occurred where we have encouraged and supported (with time and resources) teacher PLC’s, pathway communities of practice, informal teacher interaction and sharing of their practices, and formal professional learning that is driven by adult learning principles and aligns with the pathway planning and strategy needs and intersects with the strategic use of year-long professional learning planning, and coincides with leadership development for pathway leads and other school site leaders with responsibility for supporting changes in the instructional core.

A huge challenge around instructional core work has been the difference between what is viewed as excellent instruction by Teacher and Learning (very standards driven) and the Teacher Effectiveness people who have developed the Teacher Growth and Development System (and evaluation) (strongly teacher centered), and what the HSLLO supports using rubrics developed for the District 9 Initiative (Linked Learning), such as the Behaviors of Learning and Teaching (much more learner centered), and also focus on an expanded notion of the learning experience. These differences across the district will need to be addressed if we are not going to confuse teachers with conflicting policy, messaging, and systems of accountability, and lead to site paralysis and cynicism about district support.

Some additional reflections from various SPSSA’s include:

- Our intent was to build the capacity of all members of the team to engage in student work analysis and inquiry towards improved instruction. To do that we partnered with Mills Teacher Scholars. We veered away from direct focus on EL instruction due to Mills advising that teachers should be welcomed to inquiry through a teaching dilemma that feels immediately relevant to their classes and that this would allow for more success in future work around shared inquiry. In reality, it is a trade off to meet weekly. We never seem to run out of important things to talk about; however, it is also useful to have more prep time. As we spend more time together and notice how different teachers interact with different students each of us has the chance to change our own practice in order to better support those students. In the beginning we had certain structures but none have stuck as being essential for these meetings. This is in part because the 9th grade board meetings have taken a turn to deal with other issues (necessarily) instead of planning the house meeting.

- We ran into some trouble when we tried to figure out what was the best way to discuss student needs. The Student Needs Protocol didn't seem like the most effective way to keep track of student progress and teacher interventions (see below under Student Support Systems, and a Coach case study as well).
- Heterogeneous Classes: It was our intention to increase the overall resource available to students in the class, and to avoid having students separated out by privilege level, without any resources added into the classroom environment. It was to build critical mass of students on task and with positive math experiences in the class.

Structural Changes (support systemic solutions) (3rd Column of the Logic Model)

Equitable Options/ Recruitment System

- One Data Point that highlights an unintended consequence of pathway development as it intersects with school choice: The piloting of the new ECS class in 9th grade (at Tech) seems to have made the pathway more attractive to students not in the target population, making it almost impossible (now that the school's demographics don't reflect the district), to maintain the CPA required 50% at risk students (unintended consequences of pathways becoming seen as the place to be).

Across the district, schools with more than one pathway have had to explore how they might work to balance choice and equitable access in recruitment and placement of students in pathways. This has been a slow process of moving away from fragmented and isolated decision-making by pathway leads, often in competition with each other, and resulting inequitable demographics, toward a more collaborative, coherent, strategic, and equitable process. Several sites have explored slightly different processes, but underlying all of them has been a willingness to tackle the issue in dialogue and decision-making in at first uncomfortable conversations about inequities (gender, GPA, LCAP Special Populations, ethnicity), and how those might be addressed. Coaches have supported these conversations with good process and facilitation, and nurturing the emergence of different technical solutions, once the capacity for having the conversation is developed. Increasingly having access to accurate data about pathway demographics helps tremendously. The result has been a significant increase in equitable access to and persistence in pathways across all subgroups of students in several schools. It should be noted that schools that have not developed the collaborative capacity of the adults to engage in this sort of complex conversation and decision-making, even in the presence of good technical solutions to the challenge, have not made as much progress in this equity work.

The underlying challenge is that the overall district does not have a system in place to address inequities across school sites proactively, and the existing Options process exacerbates and reinforces these inequities. Other policies and practices such as how the Placement Office places late registering students, or new students coming in mid-year, and the lack of appropriate "right sizing" policies and school caps that are aligned with pathway development criteria, create significant challenges for sites and pathways to manage cohort size and integrity. In addition, Pathway communications and community engagement, both site based and district level, are lagging behind pathway development, so families do not necessarily have access to the information they need to make informed decisions about high school choice, or a mechanism to engage and provide feedback about their experiences with pathways.

Master Schedule Changes

The master schedule challenge of scaling to wall-to-wall pathways represents a huge lift in both solving the technical problems, addressing the political and budgetary issues, and facilitating the culture shift, adult learning, and consensus building processes involved. It is not just a technical problem to solve. For example, the school that has made the most significant change in master schedule that is aligned with pathway integrity is Oakland High School. OHigh took three years to get to a place where the adult community was ready for that change, and is at the end of a fourth year now, where teachers have been revising their practice to fit into a 90 minute block schedule. The results have been exciting to see, and quite positive, but the process took that long to address the complex nature of the change, which clearly was not just a technical problem to be solved. In the interim, school leaders had to find the time in an already impacted schedule for the teachers to meet to learn about, discuss, argue through, and decide on the change in schedule. At this point, the human systems are in place to support the remaining technical systems changes that are needed, though there is still need for some technical assistance on specific aspects of the schedule. Also, OHigh realized late in the process that there were budgetary consequences of their move to an eight period alternating A-B 90 minute block schedule that required considerable effort to resolve.

To address some of the technical challenges, some sites requested specific over-the-shoulder technical assistance as they created their master schedule (not workshops on how to set priorities, etc., most of which they had already done in the previous planning year). The HSLLO response was not exactly what sites asked for, resulting in the mis-match described above under “inputs,” “technical assistance,” “ERS.”

Having the leadership will, skill, knowledge, and capacity to engage in the complex challenge of redesigning the master schedule to support wall-to-wall pathways is a challenge in many of the larger sites (see leadership activities, above). In one site this year, even after many meetings last year to determine priorities and procedures for redesigning the master schedule, a lack of strong leadership combined with a politically charged environment and considerable resistance among those whose responsibility it was actually to do scheduling, led to a schedule for the first year of implementation that was worse for pathway student cohort integrity and pathway teacher collaboration time than the previous years' schedules had been, seriously impacting implementation of their Measure N plans. In general, Principals do not have the technical training to complete the master schedule, and must rely on others who may not share the knowledge or priorities of pathway development.

Here are some data showing the consequences of these challenges concretely:

- This year we had mixed results for cross-curricular integration of emergency medicine. Part of this was due to the absolutely heinous scheduling mistakes that were made in our classes. Academy pure classes are a requirement of our California Partnership Academy funding. While our classes have never been truly academy pure, this year was by far the worst it has ever been. Whole classes of Health Academy students were placed elsewhere. A teacher was tagged as a Health Academy teacher who was NOT in fact in the academy and mistakenly received over 60 of our students. Our special education students were taken out of our classes, which is particularly problematic because they had established

bonds with many health academy students. One of the health academy leads was NOT given the extra prep period for meeting initially, which lead to an entire class of students having to be shifted to another class after an entire marking period. There was never any explanation of why these huge scheduling errors were made or how we can be sure they won't occur again.

- The Health Academy team has spent two years developing curriculum dependent on academy pure classes. Through the district, a few of us have participated in teacher externships at hospitals to get a better understanding of the skills our students need in internships and beyond. However, in the 2016-2017 school year, we were unable to to implement our curriculum due to lack of competence and accountability from our administration. The master schedule was created without any regard towards our academy which resulted in over 60 of our sophomores not having health academy humanities teachers ands were instead assigned to a non-academy teacher. Class purity was only present in physiology classes which made community building, cross-curriculum, and supporting at risk students. Moving forward, we need administration to support our academy by being transparent and giving priority scheduling to academies.
- Imbalances in the # of sophomores schedule into each pathway caused most of the mid-year transfer students to be placed in AP computer science, which was a difficult course for new students to manage.

Some additional implications and consequences for master schedule thinking are:

- A shortage of science teachers caused long-term subs in some of our pathway science courses, and staff turnover early in the year made scheduling more difficult (teacher recruitment and retention).
- Scheduling meeting with Special Education teachers has been challenging due to master schedule (integrating Special Education students and the resulting need for meeting time with those teachers).
- Implementing the 8-period A/B block schedule
 - Requires increased FTE to support the schedule change
 - There were unexpected costs and other logistics of implementing the block schedule
- For some strategies and actions, we're moving from development to refinement (e.g., pathway balancing and placement)
- There was the realization that in order to sustain an academy currently, we must have two cohorts of students per grade level, at least 60 students
- Community-responsive design process led to a decision to phase out one pathway in order to streamline teacher small learning communities, sustain the academic programs in the midst of budget crisis, and equitably distribute teachers and class sizes to support the growing newcomer program
- Credit recovery opportunities available through twilight school, 9th grade boot camp, and upcoming site-hosted summer school are positively impacted by deliberate and thoughtful changes in the master schedule.
- As student earn more credits more quickly, we anticipate a continued challenge of finding appropriate and relevant options for them.

Organizational Changes

Many changes in and creation of new organizational structures and systems are needed both for the change to wall-to-wall pathways and to sustain them once the scale-up and implementation processes are complete. Some of these are site leadership structures, while some are new ways of organizing at the district office (such as a reconfiguration around the Coherence Framework presented at the beginning of this report so sites experience less fragmentation and misalignment of initiatives and mandates). At some sites, new Administrative Team configurations are better aligning support with pathways (see a Coach case study narrative below about Oakland High's Administrative Pods of AP's, Counselors, and Case Managers assigned to specific pathways). Other organizational changes provide more support for the management of funds, contracts, and purchasing at sites (or not). New purposes and protocols for ILT's and Pathway Director Teams are developing at different sites, which raises cultural, political, and contractual challenges about the leadership role of teachers in schoolwide decision-making about matters of instruction, professional development, and systems change.

In one case, a new position that is contracted for through a partner organization is providing highly regarded support services to traditionally disengaged youth (see Coach case study narrative at Tech, about the student support specialists, below; also see under "inputs," challenges with contracts, and below, Student Support Systems) but has had serious challenges with contracts and supervision. New roles to serve emerging but clear purposes require new systems of support, which may challenge the traditional bureaucratic structures, as well as threaten existing positions.

An enduring truth about change in education is that we often do not think about the structures and systems that need to be changed or created to support new educational initiatives, and we end up with band-aid solutions, and/or reactive, last minute half-remedies, that make things worse. We tend to think programmatically at best, often just about classrooms, curriculum, and instruction. We also tend to forget that all systems change is human change, and requires paying attention to the "below the green line" interaction of people's identity in the work, the information they have or do not have, and the relationships they build in order to do, and through doing, the work. Big change requires lots of clear information sharing and relationship building, and most educational bureaucracies are very bad at that.

Several other organizational changes that are remarked about in the SPSA's include:

- A high value has been placed on the Co-Director model, since the work of being a pathway director combined with being a teacher makes that leadership structure unsustainable (CCASN has done some good new work on developing teacher leadership and distributed leadership systems for pathway implementation).
- It is crucial that we clearly define roles/relationships with new support positions such that teachers experience the support as coordinated and coherent:
 - Work Based Learning Liaison
 - College & Career Readiness Specialist
 - Pathway Coach
 - HS Supervision
- Special Education (both resource and SDC) is not structured to support teachers (GenEd and SpEd) nor students as effectively as needed, though some sites have been working collaboratively with pathway directors, special ed directors, and pathway teachers to integrate students equitably into pathways.

- Overall OUSD has a significant challenge with the increasing numbers of unaccompanied minor immigrants, and immigrant and/or ELL populations in general, in terms of the structural implications of integrating them into pathways; however, pathways have been very welcoming of these students and done everything possible to make them feel safe and supported.

Instructional Core Structural Changes

A stress this year has been coaching to develop the “collaborative capacity” (Fullan) of Pathway Teams to do the complex work of the design or redesign of pathways’ Student Learning Outcomes, Graduate Capstone (culminating performance assessments, senior projects aligned to pathway theme; senior seminars supporting those), common performance assessment systems and formative assessments that backward map from the Outcomes, overall Programs of Study, CTE courses, Dual Enrollment courses, and aligned Work Based Learning opportunities. Many newer pathways have been working diligently on this pathway instructional core “anatomy” or skeleton in their planning process, and older pathways have re-examined many aspects of their designs to increase the coherence and rigor of the learning experience, and make sure they are more deliberately aligned with their industry sector skills and knowledge.

Several key members of the HSLLO staff support these instructional core changes with their research and resource brokering, ongoing support, periodic professional learning opportunities, building of professional learning communities, coaching, technical assistance, building the necessary relationships, systems, and infrastructure with outside partners to make these changes sustainable, and developing the tools and protocols to facilitate the processes. Many pathway teachers have become part of networks across the district that work together to develop various aspects of these instructional core changes.

This year the HSLLO has supported a long-needed revision of pathway’s programs of study using a more comprehensive POS template; however, it was another of those mandates that came too late and with too short a timeline, such that the kinds of rich conversations among pathway teachers that it could have supported in most cases were replaced with rushed processes that put most of the burden on Coaches and Pathway Directors. This work is at the core of a pathway’s design and continuous improvement process, along with curriculum and instructional design building out from that core, and intentional systems to meet the support needs of their students (the next section of this report). This is thus ongoing, iterative work. We need to think of the POS document as a point in time in this ongoing process, a touchpoint to capture the essence of conversations, and a reference point to stimulate further conversation.

Some positives from the SPSA data:

- Design of new courses
 - Students demonstrating curiosity and passion for politics shown through increased academic discussion
 - Great cross-curricular collaboration across English and social science classes
- Implementation of worthwhile study trips
 - Fit nicely with pathway and individual class themes
 - Led to community building - important for new pathway

- Implementing new, and more, courses
 - Senior Seminar (and client-based model for senior project)
 - Dance
 - Ceramics
 - Dual Enrollment - Digital Photography and Web Design
 - Incorporating art-themed math classes into program of study
- Technology
 - Using Google Classroom
 - Updating technology in classes
- Intersession Week
 - Piloting at the end of May
- Both continuing pathways at Fremont, Media and Architecture & Design, have done extensive work to revise and re-envision their programs of study, including refreshed CTE sequences, new and continuing dual enrollment opportunities leading to certifications and apprenticeships,, and new industry-aligned UCCI core academic courses.
- New 9th grade “wheel” elective introducing students to each pathway, 9th grade interventions, and the school’s mission through a rotation of 6-week project experiences
- 10th Grade pilot of AP Computer Science Principles!! - students love it and are doing well - teacher believes most will pass AP test
- Launched a new AP Computer Science Principles Course (w/ diverse student representation). - Development of the curriculum for "Art of Digital Film" course to include story and narrative development projects. - Significant progress on establishing articulation agreements with Berkeley City College. - Increased the number students taking classes at Berkeley City College. - Improvement in the implementation of Senior Capstone Project. - Addition of intervention specialist position (this person ended up being pulled to teach Chemistry). - Improvement in the Senior Capstone instruction and logistics.
- Signed articulation agreements with BCC and students in CATEMA. - Meeting notes with Berkeley City College - 57 students signed up to take the AP Computer Science exam. - 20 students were exposed to Computer Science for the 1st time. - Students were discussing their history course content in ELA class.
- Continued to develop Social Justice & Reform, PLTW, Khepera
- Other highlights:
 - Dual enrollment
- Growth and achievement in college and career readiness
 - Increase in collaborative learning opportunities for students and thematic units - furniture to support collaborative learning
 - Block schedule → units recrafted to align with public health themes
 - Expanded WBL opportunities as a result of scope and sequence planning and building of new relationships with industry partners
- Vertical planning (to support senior project)
- Coordinating WBL experiences to happen during the related unit or lesson
- Common Instructional Approaches/Strategies

Some challenges from the SPSA data:

- Have not yet found ways to integrate engineering concepts into all courses so

students are not yet benefitting from engagement and connections across all their pathway courses.

- With not having an aligned math course for our pathway, this impacts ability to do targeted intervention in this area
- Strategically plan work based learning events to prevent conflict with end-of-marking periods and ensure students aren't out of the class too often
- There seems to be a lack of focus regarding the direction and curriculum of the advisory class
 - The CS teachers were told that someone would plan and execute it, however those in charge of planning for these seminars did not follow through with the planning process
 - The CS classes were also not given Chromebooks from the beginning of the school year.
 - Did not have enough volunteers to help teach advisory lessons (CS teachers did not want to teach lessons)

Student Support Systems

Of all the Four Pillars of Linked Learning, the 4th Pillar, Student Support Systems, was the least well developed in the DI9 work or the ConnectEd Essential Elements and design features for high quality pathways. Oakland, with its very high needs student population, with significant trauma impacting student learning, with data showing student multiple years behind before entering high school, needed to focus intensively on this Pillar and develop systems to address the particular needs of Oakland students. Pathways and school sites have used Measure N funds to plan for and engage in multiple different initiatives across the district to pilot, explore, and iterate designs to address intensive student needs proactively. Some of the best thinking, and most successful initiatives, have come from this focus.

These pilots fell into several different categories of effort. Some were about developing proactive, efficient, and just-in-time processes for teams to review students of concern and choose immediate intervention strategies, some were about putting new administrative support teams in place supporting pathway students, some were a strategic choice to increase classroom use of restorative justice practices, social emotional learning strategies tied to academic work, or mindfulness practices (and provide the professional development support for teachers to implement these strategies) (see Coach case study below about Skyline's A-SEL professional learning and schoolwide instructional strategy focus), and some involved creating new positions that directly provided support services to the most high needs students as well as interacting with their teachers as a kind of "interpreter" of their needs. Additionally, some sites developed summer bridge programs to engage students and help with the transition to high school or to pathways. Many added college centers, or "future centers," to support the college application "project management" process. Inherent in pathway design are opportunities for college and career explorations, which also help inspire students and give them experiences in the world outside school that many may not have had before.

Several of the Coach action research case study narratives explore the successes and the challenges of different of these approaches (see below).

- Carlyn Adamson: Student Support Specialists at Oakland Tech

- Tiffany Holliday: Students of Concern Protocol used by pathway teams, and its connection to the new Administrative Team (Pod) structure at Oakland High School
- Any Gurholt: Academic Social Emotional Learning strategies as a central focus of professional development at Skyline

Some successes from the SPSA data:

- Overwhelmingly successful (data from surveys of teachers and students; see Coach case study narrative below), the Case Manager Positions (Student Support Specialists) at Tech have been one of the best uses of resources in support of equity and the least well resourced students.
- The Tech Case Manager pilot resulted in many students gaining access to more support, successfully engaging in opportunities, as well as improving academically and socio-emotionally: teacher and student observations have clearly shown this to be true.
- Other sites report positives with their particular intervention strategies:
- We learned that student support is successful. We have always known that a supportive environment is a key advantage to small learning communities such as pathways. Through our Senior Advisors and TSA support specialist we were able to reach out to students and help them trust in our community and their place in it. We can always be tighter with our implementation however. Our senior project advisors need to be moving together better as a team, need to set clear deadlines for project milestones and be consistent in holding to expectations across advisors. Student support has stages. 12th graders need support immediately at the start of the year. 10th graders need ongoing support as they find their place in our system. All other situations should be referred by teachers.
- Weekly Students of Concern protocol- Pilot of a Salesforce Interface for case management and effective tracking of student progress/ communication between all on the teacher team: Teachers on this team have felt more effective, and the number of intervention students has consistently dropped as students make improvements and no longer need interventions.

Some challenges from the SPSA data:

- Despite the positives, one major stumbling block stands out: OUSD is still struggling to find an effective credit recovery model. This fact is reported not just by pathway teams, but by student researchers who are part of the All City Council and have been doing their own action research on the effective use of LCAP funds. This year, credit recovery was one of the foci of their research.
- Neither co-director had access to all computer academy student data on Aeries, which created complications when doing intervention work or even planning for events and getting contact information.
- Even the SSS strategy at Tech had problems: The position's contract process was not managed well (see the case study); the position did not have an effective supervisor.
- Sites using tutors did not create an effective system for recruiting and training tutors.
- [One site reported:] We did not implement our Care Managers behavioral support

strategy well for our 3 pathways (Green, Computer Science, Education). The goal was to provide a Care Manager for each Pathway as a means for intervening with students prior to receiving a classroom referral. The Care Manager's role was designed to permit them opportunities to proactively facilitate problem solving and planning conferences with students in order to identify goals and actions the students would take to successfully attain their goals to exit the intervention. Additionally, the Care Managers are responsible for creating a process for progress monitoring and determining the length of time each student will be assigned a Care Manager (typically assigned for a 6-8 week period). It is critical for Care Managers to discuss strategies for "staying under the radar," and to check in weekly with the student's Pathway teachers to get a read on whether the students trend line is better, the same, or worse.

- The implementation challenge arose from our inability to create a feedback loop structure for holding the Care Manager accountable. Many Pathway Directors were not sure who the Care Manager was being supervised by nor were they aware of the day-to-day duties of the Pathway support. Additionally, the Care Managers were underutilized in their ability to support the school wide Climate and Culture Intervention system due to the lack of coherence with their individual work streams.
- Another site reported these challenges for student support systems:
- Resources for students are not employed systemically and lack communication for students, teachers, parents, advisors
- Suspension rate very high, and few opportunities for restorative AND preventative practices for students with behavior infractions

Outputs (support coherence, high quality instructional core, & student performance) (4th Column of the Logic Model)

Student Experience

If our Logic Model is an accurate "hypothesis" for our Theory of Action for how creating wall-to-wall pathways across the high schools will lead to the Outcomes and Impacts that Measure N is meant to address, then the "Output" of changes in the daily experience of students is a crucial measure along the way. What changes in student experience have there been, several years into Linked Learning Pathway development, and even only one year into Measure N implementation? Here are some data.

Across the district, as we have described above, schools and pathways have worked to create more equitable access to, and more equitable support for persistence in, all pathways. These systems of recruitment and placement have been described elsewhere. Here we will focus on some of the ways that pathways have worked to increase persistence, and what the experience has been for students who are now participating in a more diverse community within their pathways.

Many pathway teams worked to align expectations across pathway classes for key systems, homework policies, cellphone policies, and discipline systems. In addition, pathways worked to shift the locus of ownership of student progress to students themselves. It is clear that in a system where many students enter with low skills and significant trauma, teachers have worked hard to build supportive cultures and a sense of the pathway community as a safe place,

including incorporating many restorative practices, SEL skills development, mindfulness, and intensive scaffolding of students into higher levels of academic rigor. This works.

Students report feeling welcomed into these communities through various rituals that pathways hold for new students, and various retreats that build community and build SEL skills. The cohorting of students, the looping of teachers, the small community that a pathway is, all contribute to a sense of being known and seen, and being safe to take the risk to engage in higher level academic work, and to do so in a more collaborative setting with one's peers and teachers.

In contrast, there is also increasing dialogue about how students leaving for college are not prepared for the *lack* of these supportive structures in classes or the community there. As we begin to have access to college attendance and persistence data, we are seeing disturbing trends because students do not feel prepared, and do not see themselves reflected in the college environments they are heading into. Students are prepared through a variety of means, including expanded numbers of college visits, crucial to students who may be the first in their families to go to college, to see themselves *going* to college, but are they prepared to see themselves *staying* in college? There is a wondering if we are over-scaffolding students, or at least, not being deliberate about taking down the scaffolds as skill and locus of agency develop. The shift from a teacher centered classroom to a student centered one is at the heart of the kinds of relevant and engaging, meaningful, real life problem- or project-based learning experience that pathways want students to experience. What are some ways that pathways are making those shifts happen?

Expanding learning beyond the classroom, engaging in work based learning activities where students come into contact with adults in other fields besides education (and learn how to carry themselves and present themselves professionally in these contexts), presenting work to panels of industry experts and community agencies, taking courses at the community college while still in high school, being involved in certificate programs side by side with young adults, have all contributed to students seeing themselves more confidently in the world beyond the high school classroom.

Yet the reality is we have really only begun to scratch the surface of what is possible in a transformed learning experience. Many students arrive already far behind in literacy and math skills, and by part way through 9th grade are already credit-deficient. Many struggling students, or even those who have done well throughout their high school career, arrive at the Graduate Capstone project and struggle to complete a satisfactory project. While academic and behavioral data for pathway students are better than non-pathway students pretty much across the board (see quantitative data below), there is still much work to do to raise achievement, and to have students truly leave high school "college, career, and community ready."

Adult Experience

It takes time to build a positive adult team culture, including the skills and tools of collaboration, and can feel frustrating and awkward at first, yet in the end the results are worth it, in terms of the cohesiveness and alignment of the team's work, and how it supports a better experience in the classroom for teachers and students alike. This is a message that comes through loud and clear from all the data from the school and pathway reflections on the work this year. Structural changes such as a master schedule that supports regular collaboration time are essential;

however, the real work is in the ongoing practice of meeting and making that time relevant, meaningful, useful, and efficient. A number of established teams reported that they work really well together as a team, but change is always hard and time consuming. Delivering a really rich pathway experience is a tremendous amount of work, often challenging the boundaries of traditional teaching experiences.

The sheer volume of work that needs to be done by pathway directors in collaboration with coaches to prepare for meetings, and the amount of work that teams need to accomplish, is daunting. Teams need to accomplish the planning and logistics that are needed to run a pathway and its expanded learning program, including student retreats and other culture building “rituals,” dual enrollment courses, college and career visits, and other work based learning experiences. Teams need to address proactively the needs of their shared students. Teams need to discuss aligning classroom procedures and expectations across their pathway classes. Teams need to discuss and plan curriculum, backward mapping from the Graduate Profile, Pathway Student Learning Outcomes, Graduate Capstone, and common performance assessments, and aligning Common Core and Next Gen Standards with CTE Standards in their Program of Study. And teams need to do the deeper work of ongoing pathway continuous growth and improvement.

Teams reported that there really isn’t enough common planning time available for all of these tasks, and that curriculum planning, especially as we move more toward integrated project based learning, just cannot be done well during the regular school year. Many teams took the opportunity to hold retreats, several at the beginning and end of the year, and several shorter retreats during the year, and found these extremely useful. However, teachers do not want to be out of their classrooms too much, and have plenty of work to do afterschool and on weekends just keeping their curriculum moving forward, so asking them to do additional work during those times is in the long run unsustainable.

Besides a master schedule that supports teacher collaborative capacity building, two other factors significantly affect the quality and capacity of the adult learning culture. They are school site leadership and teacher retention. We have discussed the conditions of leadership above. Teacher retention is a significant challenge in all OUSD schools. It is a challenging place and population to work with, and conditions at several sites exacerbate the difficulties. Lack of stable, consistent, knowledgeable, and supportive leadership over time combines with a large percentage of newer and inexperienced teachers to form a vicious cycle. Supportive adult culture helps sustain newer teachers, but when most of the teachers are newer, it is hard to establish that culture. It is difficult to focus on performance-based assessments when teams need to back-track and work on classroom management. It is also challenging to build continuity in a team’s knowledge, shared practice, and culture, with a lack of pathway institutional knowledge.

One way that the district could better support teachers would be if the various offices supporting different initiatives and different emphases were to coordinate better so teachers experience various initiatives as integrated into Pathway work (e.g., CCSS, NGSS, CTE, TGDS). A commitment to a coherent focus on quality & performance in instructional core would allow better integration of initiative. Several pathways experienced this increased coherence this year as Coaches worked with Teaching and Learning Content Specialists to redesign programs of study.

VI. Coach Narrative on Conditions and Challenges to Implementation

- A. (Coaches have decided that at this point in the year they do not have time collectively to complete, and achieve consensus on, a formal analysis of conditions and challenges to implementation.)

VII. Coach Action Research Case Study Narratives

- A. Anya Gurholt:

SEL Learning Hub Site Anya Gurholt, Pathway Coach, Skyline HS

Introduction

We launched an academic social emotional learning (A-SEL) school-wide initiative. This was based in part on the observation that several Pathways teams had already put academic social emotional learning into their Pathway content, curriculum, and measurement plan (SPSA).

Goals:

Social Emotional Learning (SEL) is essential to building successful College and Career Pathways. Intentionally integrating SEL into Linked Learning structures and practices ensures that its potential to impact student learning can be fully realized. This proposal seeks to provide students a Pathway experience at an SEL Focus High School where SEL is explicitly taught, modeled and infused throughout instruction. A critical aspect of this collaboration is the teacher inquiry cycle guided by Mills Teacher Scholars that provides a rich portfolio of data on the nexus of SEL and Linked Learning in service of academic achievement.

This work will be a strategic catalyst for realizing our district's Pathway to Excellence, as well as informing our regional SEL work with the California Office to Reform Education (CORE) and nationally with the Collaborative for Academic, Social and Emotional Learning (CASEL) Collaborating District Initiative.

Guiding Questions:

1. *How does Linked Learning infused with SEL support students' engagement and academic achievement?*
2. *What conditions do we need in place to support collaborative adult Linked Learning communities?*

Pathway Teachers, Pathway Lead Teachers/Academy Directors at the focus site will participate in site-based professional learning, a monthly college-level inquiry seminar (in partnership with Mills Teachers Scholars) with an intense focus on evidence of student learning.

Rationale:

This proposal gathers data and documentation on best practices in integrating SEL practices into the Linked Learning Framework to fully realise the OUSD Graduate Profile. Providing evidence-based SEL strengthens each of the Four Pillars of Linked Learning and promotes our district goal of 100% of our High School students enrolled in College & Career Pathways by

2020. A growing body of research has documented how SEL helps students develop academic and lifelong learning skills, including higher-order thinking skills (e.g., problem solving, critical thinking), academic success and employability skills (e.g., organization, teamwork), and civic/consumer/life skills (e.g., civic engagement, social media). For example, SEL competencies can help students become better communicators, cooperative members of a team, effective leaders and self-advocators, resilient individuals, and caring, concerned members of their communities (Johnson, Johnson, & Stanne, 200; Schaps, Battistich, & Solomon, 2004). These skills have been identified by today's employers and educators as important for success in the workplace and postsecondary settings.

Professional Training:

We provided SEL professional training to all of our Pathway teachers and non-Pathway teachers through an organization called **Engaging Schools**. Some of the training focused on activators.

Activators are a way to get students actively involved in whatever is being taught. A few examples of activators are: turn and talk (student respond to a prompt by turning and sharing their idea with a partner), a wave (a way to get all students to respond to a prompt in rapid order with a single word or phrase), popcorn (all the students have an opportunity to share their thoughts on a certain idea without having to raise their hand).

Engaging Schools, our community organization partner, also provided 8 professional development training opportunities in the following areas: adolescent brain, learning theory, and use of interactive notebooks (students keep a running log of their learning in a class or project),

Observations were made of the classrooms throughout the year. We determined that they were using activators and explicitly teaching social emotional learning skills in their classrooms.

SUCCESSES, CHALLENGES, AND LESSONS LEARNED

A few successes are described by action research topic. These descriptions also include some of the challenges encountered and a few lessons learned. The discussion concludes with a brief description of the evolving role of the coach in this effort.

Successes

Activators

We observed teachers using more activators and more intentionally integrating social emotional learning into their content and curriculum. Based on our observations and interviews we plan to partner with **Engaging Schools** again next year.

3 SEL Signature Practices

The 3 SEL signature practices have been integrated into our Pathway meetings, our collaboration meetings, and Pathway Directors' meetings. The 3 SEL signature practices are:

1. **Welcoming ritual.** It is an activity or prompt that might be found at the beginning of a meeting. It is an opportunity to make a connection - connecting people to the outcomes of the meeting. For example: "Share one thing you are grappling with in your classes" or "one thing you are excited about this week."

2. **Engagement strategies.** This is another opportunity to make a connection. For example, this could be a turn and talk or popcorn exercise.
3. **Optimistic closure.** This is a positive or constructive way to end a meeting or classroom. For example, a teacher might say: “one thing I am looking forward to as a result of this meeting” or “something I learned from my colleague” or “one person I appreciate in this meeting is.”

These signature practices are applied somewhat differently for adults and students. For example, for adults, the welcoming ritual is any activity or conversation that is designed to promote inclusion. Engaging practices is anything that helps make sense about what the meeting is about, e.g. connecting it to something the teacher has already done or going to be doing. An optimistic closure is some form of reflection and thoughts about looking forward.

These welcoming rituals, engaging practices, and optimistic closures help us create meetings that are more calm and focused, even when there is disagreement around an issue. We have observed less tension or conflict in some of our meetings. We have also observed additional consistency and predictability from one meeting to the next.

We apply these practices as adults in a variety of meetings as a way of making sure we are practicing what we are asking our students to do on a regular basis.

The 3 signature practices as applied to the classroom are as follows. The first is a welcoming ritual or routine, e.g. teacher greeting activity, class circle, and/or name game. For a student, the engaging practice could be teaching social emotional skills, turning and talking to your partner, or a brain break (stand and stretch). An optimistic closure might include a popcorn where they say: “something I learned is” or “something I look forward to tomorrow is”.

A chemistry class provides an instructional example of a teacher successfully integrated engaging practices in the classroom. The students had to work together to solve the mystery of a death that happened somewhere in the world. She gave each student a different role, such as a chemist or a medical anthropologist. They created working agreements. The students took multiple brain breaks, e.g. stand up and stretch exercises. They were getting the academic content, but you could see they were experiencing the joy of learning.

Challenges

Activators. We believe there is a ton of work to be done in this area. One of the challenges or places for growth is to determine how to measure the impact of social emotional practices (such as turn and talk or a wave) on student learning. It is hard to identify causal relationships that suggest that these practices support student learning.

Staff attendance was another challenge concerned the use of activators (staff attendance was approximately 25%). Teachers are stretched really thin and thus often opted out of these training sessions. It was a form of passive resistance. In addition, there was a lack of accountability concerning professional development training attendance. (This was concerning because it was part of their contractual hours.

Lessons Learned

We need to determine how to measure the impact of social emotional practices on student learning. We need to find a way to attract staff to SEL related training.

Successes

Social Emotional Observation Tool

Engaging Schools, our district partner, provided us with a social emotional observation tool. We are refining and vetting it as a team. We are making sure it is user-friendly and addresses what we have been communicating about in professional development training sessions.

Challenges

The social emotional observation tool was useful, but needs to be refined to be more effective. Next year we will have a more refined tool for classroom observations.

Lessons Learned

The social emotional observation tool needs to be refined to be more effective

Successes

Mills College Teacher Scholars

The Mills College Teacher Scholars program provided guidance concerning teacher led inquiry. Some of our teachers publically presented their teacher led inquiry work, concerning social emotional learning (March 10, 2017). It was a CASEL sponsored convening. Participants were able to identify common themes across multiple classes.

Teacher stipends for participating in the Mills College Teachers' Scholars program were also helpful in sustaining the teacher led inquiry effort throughout the year.

Challenges

Teachers already engaged in teacher led inquiry were overloaded.

Lessons Learned

Screening for pre-existing levels of teacher led inquiry (and the related potential for overload) is important.

Successes

School Leadership Team

Our school leadership team, assistant principal, principal, Pathway Directors, had a common area of focus.

This allowed us to do something that was cohesive and site wide and agreed upon by the administrative team and Pathway teachers. SEL was a common thread.

Challenges

SEL Leadership Team

Often only 2 or 3 of the 6 SEL leadership team members were present at any given meeting, because of the numerous demands on their time. This resulted in some lack of cohesion and follow-through.

Lessons Learned

We need to be more deliberate about holding this SEL leadership meeting time as sacred time in the future.

LESSONS LEARNED OVERALL

Initiative Overload or Fatigue

The district has a number of initiatives operating simultaneously. This can be daunting for newer teachers. Our social emotional learning and **Engaging Schools** are viewed by some as another short-lived initiative on a long list of additional initiatives, such as Linked Learning, implementing Next Generation Science Standards, Restorative Justice, Teacher Growth and Development Framework, and Common Core.

There were 4 big climate and culture initiatives: Social and Emotional Learning, Positive Behavioral Intervention and Support, RJ, and African American Male Achievement. It might have been wise to drill down on only one or two of these during the year.

This has created initiative fatigue or overwhelm. This context made it hard for us to present SEL as the school wide center piece of work.

Role of the Coach

As a Pathway coach it was necessary to find areas of intersection between social emotional learning to Linked Learning. I found myself in a translator role. For example, there are many aspects of social emotional learning that are just good practice in a Linked Learning classroom, such as co-creating working agreements with your students or projects. In addition, coaches help find opportunities for to build communication skills and collaboration skills.

As a coach, I also conducted observations of the Career Tech Education teacher's classes. They were guided by the 3 SEL Signature Practices. I saw some of these welcoming rituals, engaging pedagogy, and optimistic closure. I also observed how the CTE curriculum was modified to help build students' readiness for college and a career.

Another set of responsibilities of the coach role include: public presentations, logistics (organizing the school site to be ready for cross-site observations), and professional development support.

Conclusion

An academic social emotional learning (SEL) school-wide initiative was successfully launched. Teachers and students were observed practicing the 3 SEL Signature Practices. The impact was observed among adults in teacher meetings and by students in classrooms.

B. Annie Hatch:

Madison Park Academy
Annie Hatch, Pathway Coach

Madison Park Academy experienced a ton of exciting growth this year. Most importantly, we managed to agree upon a Pathway-- "Design" with two threads: Engineering and Graphic Design. This was a long process that involved multiple stakeholders, revisions, feedback and ultimately consensus.

Research

As this was my first year at MPA, I began the year trying to find out what work had already been done. I knew the sign out front read "Madison Park Business and Art Academy," so I was hoping to learn the process that had gotten the school to those pathways. Since we did not have any business or art classes, or CTE teachers, and nobody on site (staff or students) had much of a sense of what was meant by "business" and "art", I needed to do some digging. Due to tremendous turnover, this was a much harder process than I expected. I emailed former teachers asking to read their notes from pathway meetings and got very little. I learned that the Resident Action Council (RAC) had been involved peripherally and went down a rabbit hole trying to track down the right people. Mostly I learned that families and students had informally expressed interest in business ("their families own businesses") and art (more music, and creative expression).

Surveys

In order to get more hard data to back up these anecdotes, I began by surveying all students. Because we are a 6-12 school, I had the advantage of easy access to current middle school students who will enter our high school in a few years. I sought help in designing the survey by talking to other pathway coaches, John Watkins, and middle and high school teachers and leaders. The survey I eventually landed on was extremely simple-- it asked students to rank their top 4 career choices out of the 11 CTE industry sectors. Each career sector had examples of different careers in that sector. I reached out to teachers at each grade level and asked them to administer the survey. In some cases I administered the survey myself. I also sent it to all students via jupitergrades so they could complete it if they were not in class. Ultimately 516 students (6-12) took the survey. Their first choice was "Arts Media and Entertainment" with 25% of students picking that as their top choice. The next was "Health, Science, and Medical Technology" with 16.5% of the votes, and "Engineering and Architecture" with 15.5% of the votes.

Shortly after the student survey, we also surveyed parents. They were sent the survey via jupiter. A small group of parents (37) took the survey. Among parents, "Arts, Media and Entertainment" was again the top choice with 27% of the votes. "Engineering and Architecture" was #2 with 24.3% of the votes.

Other Sources of Information

Along with this school data, we added information regarding existing pathways in Oakland, job forecasts for Oakland youth, and data on wages and industry and career outlooks. We also spoke to various stakeholders-- Preston Thomas in the Linked Learning office, and Gilbert Pete, the coordinator of workforce and economic development. We also began going on site visits-- to see programs, culture, and pathways at Life Academy, MetWest, UPA, CCPA, Lighthouse, WOMS, and Oakland Tech.

Examining existing programs via site visits and on paper allowed me, along with our art teacher, to draft hypothetical course sequences and think through a variety of options based on our students' desires and the landscape of jobs in Oakland.

Retreat

Armed with all this data we held a retreat in December with 14 returning teachers and leaders. We invited John Watkins and Gretchen Livesey to help with facilitation. At the retreat, we debriefed the site visits many of us had been on, began creating a graduate profile, drafted our high school's mission and vision, and discussed priority areas for next year based on our SPSA. These priority areas included socioemotional learning and culture, literacy, and graduation readiness. We compiled data regarding the reality of MPA in those three areas, what we are doing, and what we need to do next year. We listed some of our potential strategies for each of these areas and then voted on what we believed would be the most effective. What emerged were some important initiatives for next year, including intervention, a 9th grade focus, placement of our strongest teachers in the most needy classes, rethinking the way we place students with IEPs, and standards based grading.

Arriving at a Pathway Theme

We also discussed various pathway theme options by examining six different draft CTE course sequences (including ones that offered one pathway or two for our school). We ultimately voted on our top two sequences: Digital Design and Engineering and Technology. After weighing the pros and cons, these two far out paced the other options, including health, because of high student and family interest, cultural relevance, available resources and internships, and connection to one another.

A theme of "Design" was beginning to emerge as folks expressed an interest in giving our students more choices. After the retreat, a small group of leaders got back together to brainstorm the pros and cons of one versus two pathways. We determined that because MPA is a school of only 400 students, cohorting for two pathways did not make sense. However, offering two "strands" of Engineering and Graphic Design within one pathway of "design" did seem to align with student interest, allowed more adults to get involved, and aligned with what parents said they wanted in SSC and RAC meetings. Finally, on January 5 during an ERS meeting, our school leadership team voted on one pathway (Design) with two strands: Engineering and Digital Arts. We had lingering concerns around staffing for two CTE positions and the cost of funding two pathways, but we were determined to make it work.

Parents who were part of the School Site Council received this information and approved of the "Design" concept. They expressed excitement about Engineering and an interest in more after school programming for their children. Student government leaders also examined this data and expressed excitement about the potential for internships and having their voices more authentically heard.

Hiring and Master Scheduling

Second semester, pathway development work turned into hiring and master scheduling in order to make this vision a reality. We successfully hired a CTE graphic design and CTE engineering teacher. We got our art teacher enrolled in a program to also become a CTE teacher. We began drafting unit plans for all CTE courses, and budgeted for the Mac Labs, Adobe software, and

Project Lead the Way training that would be necessary. We began hiring other teachers who would support our long-term vision for the school.

Partnering, Supplies, and Site Visits

We partnered with Engaging Schools in order to provide a robust advisory that supported our students. We drafted lists of supplies we would need to pay for using CTEIG money. We conducted more site visits to places with existing engineering programs, design programs, advisory, and schools that use standards based grading. We thought through what an Intervention period could look like in the morning and observed schools teaching Boost and Leveled Literacy Intervention (LLI). We distributed leadership and voted in our new SLT for next year. We partnered with design thinking experts, signed up for design thinking courses online and at Stanford, and established an advisory board to support us with our long-term vision so that more “design thinking” elements can be brought into core academic classes. We worked on our bell schedule, master schedule, and course offerings so that they support our pathways and our students. A lot of this work is still in progress, but I am incredibly optimistic about the work we have already done and where we will be next year!

Challenges

Some challenges remain, including funding to make all of this a reality, and staff turnover. We have a lot of new teachers next year which is an opportunity to change our culture, but also a threat because of lack of institutional knowledge and the effort required to support so many new teachers. I am not sure we have finalized our mission and vision and how our high school mission fits into the overall school. There is still definitely tension around being one school and working effectively 6-12. We are making efforts to do more of this next year, including planning PD together already. Working together has tremendous opportunities and could benefit our students, but it also has challenges when so many adult leaders must find a way to work together effectively.

C. Carlee Adamson:

Oakland Tech
Carlyn (Carlee) Adamson, OUSD Pathway Coach

Overall

The overall effort of pathway development and high school redesign at Oakland Tech involves moving a community toward a more equitable distribution of resources, that impact direct student support and teacher practice, resulting in more equitable outcomes in the classroom. At the systems level, this also involves learning how we, as a community, hold ourselves accountable for the equitable distribution of resources and equity of outcomes.

We are focusing on what our teachers are doing, how are we getting resources directly to students - making sure they are impactful - and implementing an internal check on our work to make sure we are accomplishing our objectives.

Three Areas of Action Research

There are three primary areas of action research at Oakland Tech that Carlee Adamson is engaged in. They include:

1. The Equity Team – action research
2. Student Support Specialist – pilot position
3. Teacher Led Inquiry in 9th Grade Community of Practice – Mills College Teacher Scholars

SUCCESSSES, CHALLENGES, AND LESSONS LEARNED

We describe a few successes within the focus of each action research narrative. These descriptions then include some of the challenges encountered and a few lessons learned. The narrative concludes with a brief description of the evolving role of the coach in this effort.

1. The Equity Team

The Equity Team grew out of the first year Design Team, which was tasked with planning how the school would use its Measure N funds to support high school redesign and pathway development. The team knew that there were immense equity issues to be addressed at Tech, that mirrored the larger equity issues in the district overall, but were focused in the “caldron” of demographic changes happening and longstanding conditions existing at Tech. Work to address some of those in the expansion of pathways and the development of services to support the most disenfranchised and disengaged of students at Tech brought the political and equity issues to the forefront and created visible and public tensions in what had been invisible before. The Equity Team formed to explore the data about equity and to be accountable for addressing those issues in the redesign and implementation work going forward.

Successes

Democratic Process. One success of the equity team work is a commitment to a democratic process and maintaining consistency in our work. The team decided to separate itself from the formal bureaucratic structures in the school supporting redesign and become an independent internal equity review group. The team has moved important questions about who has access to resources and support from the “parking lot” into the public arena. The group is asking questions like: “What do we mean by equity?” “How do we measure equity?” and, “Where can we have an influence, if we are not part of administration and a school decision making body?”

The Equity Team has created an opening, such that marginalized voices in the school community, students and parents of color, now feel safe to speak in public spaces. They have hosted two community engagement meetings with more than 50 people present.

Challenges

Not representative. Marginalized communities in Oakland have been silenced for decades. We need to do more to reverse this pattern. However, currently, the Equity Team is not representative of the school community. The majority of the core planning team are white teachers. The parent representatives are all white. Administrators and alumni are embedded in the community, however, we still struggle with representation.

Not a decision making body. Another challenge is that the team was not a decision making or recommending body. Therefore, when it attempted to serve as an advisory board to administration it was not effective because administration was not set-up to receive its input.

Theory of Change. Based on that experience, the team re-defined its purpose. It thought by telling the truth about what was happening in the schools in terms of equity, things would change. This, however, was not a theory of change. Now the team collectively recognizes a need to understand how behavior changes. The team's focus is now on determining what they can influence to create change in this direction.

Democratic Leadership. Another challenge is attempting to make changes democratically. Currently, no one is in charge. The team needs a governance structure. That will allow for consensus building (in part so that it is not necessary to meet for every decision). It will also ensure that leadership is not perso- dependent. The newly configured governance structure consists of a three-person, nominated core planning team that is responsible for data gathering and processing of data, community engagement and outreach, and processes for the community to engage with the data. The group is planning a retreat during the summer to build the leadership structure and plans for the coming school year.

Lessons Learned

The team recognized the limitations of an advisory board role when administration is not designed to receive input. The team also learned that a true theory of change was needed to change behavior. The team also realized that a governance structure is needed. Finally, the team is in an on-going learning process about how to hold internal and community conversations about race and privilege in ways that are inclusive and representative, drawing on the learnings of Berkeley High School's Diversity Project.

2. The Student Support Specialists

Successes

Teacher designed student support person. The student support specialist is a teacher-designed, case management-oriented, and work-based learning support role. The Academy Directors developed the role, and we piloted it this year. Teachers describe the role as: a young person with experience dealing with the issues students are dealing with; academic mentor; experience navigating college track; credible resource, such as a first-generation college student (still familiar with the challenges); and a relational link to resources. Struggling students need someone they can trust, bridging them into internships and college programs (otherwise they will not apply). This is a person who checks in with students. In a nutshell, the case manager handles many of the unknown difficulties with respect to the day-to-day minutiae in a large school. The students are, thus, getting a level of support for issues that teachers do not have time for.

In the 2016-17 school year, the Health Academy, FADA, and the 9th grade were able to adopt a Student Support Specialist was brought on to work with our most underrepresented and

academically challenged students. Each Support Specialist works closely with a caseload of about 35 students who are in need of academic and socio-emotional support. Each has been able to coordinate with academy leads, teachers and school staff to develop support engagement and academic strategies, keep teachers informed, bridge relationships between teachers, students and parents, coordinate shadow visits and college tours for students, and get students involved in internships, as well as other resources that may not be easily accessible to this demographic of students.

This year, 150+ students across the school have been able to receive the academic support that they need, in addition to building a community amongst one another, experiencing college tours, internships, career panels, having a one to one, and weekly advising session. The Student Support Specialists also serves as the internship and career exploration point person for *all* Academy students, not just those on their caseload. This is something that has increased the feeling of community amongst Academy students, and helped to integrate caseload students into the larger population, without feeling like they are outcasted for receiving additional support; moreover, boosting these students' confidence and self esteem that is necessary to achieving academic success.

Teachers said this role is what was needed to be more effective as a team in our work with students. In surveys, teachers have overwhelmingly reported positive results from the position.

Students have consistently expressed their relief and pleasure in having an added support person. Students are happy to be able to meet with someone regularly who has the flexibility and time to establish a lasting relationship with them. They are also learning self advocacy and becoming more confident in their academic abilities, demonstrated in their increased abilities to communicate with teachers, ask for help, and improve attendance. Students also expressed appreciation for the assistance they received concerning career explorations.

This type of support is important for students because it helps them feel a sense of "wrap around support" from the entire Academy team, making them more comfortable and encouraged to pursue academic success.

This role filled a gap that teachers defined across the school. Teachers considered it one of the best things that happened this year. Academy Directors also recognized that this position filled a deep need in the school.

Challenges

Bureaucratic Nightmare. It was important to make teachers feel like something they wanted was happening. (By way of background, many teachers don't feel administrators listen to them, even though they try. There just isn't a good feedback loop.) There were a lot of challenges piloting the position this year. Hiring this person was a bureaucratic nightmare. The school was not set up to support them financially or to help them do their work.

An afterschool partner was selected to hire this person, instead of OSUD, because it was considered easier to use an outside person to hire the type of person that matched the group's criteria.

The problem was that the school was not set up to handle the business management that the contract for the position requires. In addition, there was not a business manager or appropriate infrastructure in place. No one was trained on how to handle payments to outside agencies. For example, the nonprofit selected submitted the paperwork to our site, but it was never processed. The agency paid out of reserves while waiting for the contract to be processed. The contract was eventually processed but for 10 instead of 11 months. Therefore, the specialists had to be laid off because the contract expired.

There was also no support structure for the specialists. Moreover, the current school structure limits the duration and frequency of when the student support specialist can meet with students. There is a conflict of pulling students out of the classroom or classroom-related work to provide this intervention when they are currently failing and need all the instructional time they are scheduled for.

In addition, almost no one understood their role; no one other than the teachers who proposed it had a clear vision of their role. The teachers had a clear idea about their role, but were too busy to orient the special education department, COST team, and nurses about what they were doing. The Community Schools Office should have taken them in and trained them on how to coordinate services. This was compounded by the fact that they did not have a supervisor.

Lessons Learned

More recently, the Health Academy Pathway Leads and Pathway Coach, Carlyn Adamson, have been able to provide the Student Support Specialists with the direction, knowledge and support necessary to effectively build relationships with and support these students throughout their academic journey. With the guidance that the HA Pathway Leads provide, and their support in connecting the Student Support Specialist with the appropriate staff and students, the Student Support Specialist has been able to be integrated into the team. They have made themselves easily accessible and are always excited to show her something new, train her, or simply give her a helping hand when necessary. The Health Academy Team has also been able to establish an understanding of her role amongst one another, allowing teachers to support her in being able to meet with students.

Next year the group plans to reconnect with other support providers and further clarify their roles. Academy Directors will begin supervising them and someone will be identified and selected to support them. Additionally, Carlyn held a focus group with COST team members to gather their feedback on the challenges to the SSS role and the structure of COST in order to support an incorporation of their concerns into the collaboration for next year.

This experience highlighted some of the gaps in the coordination of school services, including a lack of intervention at the school wide level and lack of Academy structure. In addition, it was clear that the school was not set up to support the specialist financially or to help them do their work. The problem, fundamentally, was that the school was not set up to handle the business management that the position and the contract require.

3. Teacher led inquiry

The Mills College Teacher Scholars program is a once a month assembly of teachers to reflect on their own teaching practices over a 9-month period. Teachers have time in between meetings to try things out before returning to the group to reflect on their practice as a group. The administration chose to focus on 9th grade teachers because they are both an incubator, designing their research along the way, and a pipeline for both students and teachers early in the academic trajectory. The particular situation at Tech that is innovative is the embedding of new teachers within an existing team of more veteran teachers who have become highly skilled at teaching in extremely heterogeneous classrooms, thus serving a broad group of students who traditionally have not been well served. This community of practice approach provides an apprenticeship experience for newer teachers along with the Mills reflective inquiry process and support for developing practice. Thus, the Tech situation scaffolds newer teachers into higher levels of practice and serves as a kind of collaborative capacity building “pipeline” into teaching positions at Tech.

Successes

Already Active. The success of the Mills College Teacher Scholars engagement was grounded in our highly skilled, very motivated teachers who already have a relationship with Mills and were also active in the teacher led inquiry work. It was affirming to do something they value and had input into.

New to Inquiry. Teachers for whom this work was brand new, gained skills in how to look at student work, and felt an invitation to inquiry through a doorway that was self-defined. They were able to sit down with the Mills College Teacher Scholars and discuss what they wanted to work on or were reflecting on already. MTS also helped them learn coaching skills to work with students and other teachers in the process. Fundamentally, the Mills Scholars helped them learn how to determine what their areas of dilemma were for inquiry. Based on their new experience, they learned to value the use of cycles of reflection in their classrooms. They build on this experience and apply it across departments - finding practices that work well for struggling students across disciplines.

Challenges

The unanticipated Mills Teacher Scholars challenges were:

1. Teachers who had advocated for collaboration with Mills were already engaged in inquiry work in 3 other places in their lives. Thus, they were overloaded and thus less excited about the opportunity. However, they observed their colleagues' transformation and based on that decided to continue.
2. A decision was made to create cross-department teams, where they were sharing outside their content area. However, teachers preferred to work within their content areas because they were tight on time and all taught the same thing in their content area. They preferred to engage in inquiry together about their curriculum.

Lessons Learned

Work in Own Content Areas. Teachers preferred to work within their content areas because they were tight on time and all taught the same thing in their content area. Next year they will be able to work with their content area groups *and* sharing outside their content areas.

Sustainability. There is a potential sustainability issue. The 9th grade teachers are young, equity minded, action research oriented, and civic engagement minded. They take on a lot. Not surprisingly three out of four stepped down because it was too much work. New teachers have been recruited. They have an incentive for participation, which is to acquire leadership experience.

Overall Lessons Learned from These Three Action Research Inquiries

It is impossible not to learn from this level of inquiry. A few overall “lessons learned” are summarized below, including concerns about: infrastructure, democratic decision making, evaluation, and a nurturing learning group or community of practice.

Infrastructure. There is a great cost to moving ahead with a change initiative, when there is not strong, central leadership with a strong, clear vision of how change is going to happen, and a commitment to engaging key stakeholders. One question is: is it appropriate to pilot a position when there is no infrastructure to support it?

Democratic Decision Making. Few of us have experience operating as a true democracy. We default to authoritarian structures, especially in schools. Trying to create an inclusive, egalitarian experience, and operate on behalf of all who want to be present, is an incredible undertaking. It requires tremendous discipline, time, and presence, not to default into the practice of taking control. It is also important not to allow decision making to become dependent on one person to sustain the work.

Evaluation. It is important to pause and reflect on what we are doing, and how we know if it is working. If it is not showing the kinds of movement we want, how are we repositioning ourselves? It is important to engage in this across schools as well, so don’t create more of a disparity.

Nurturing. Time is required for coaches and other to get together and reflect on what’s happened, otherwise they become reactors, instead of facilitators. Coaches need to be nurtured and supported. Time is required to reconnect to the larger purpose.

Role of Coach

A few thoughts about the evolving role of the coach are included in this brief discussion in order to help think about the role and prepare others as they enter this position.

There is a need to wear multiple hats as a systems change coach. They include (among others): consultant, facilitator, and coach. At other times it is necessary to be a technical support provider. However, in systems change with an equity imperative, the coach also holds an equity stance, which can create tensions with these other roles. There is a tension between the coaches own vision of where things should go and listening deeply to parents, teachers, and students and allowing for local control. The coach also has to continually assess what the institution can manage at any given time, and take not just a developmental perspective on individual capacity, but a developmental perspective on organizational capacity.

Conclusion

It has been a rewarding year with many successes. However, they have not been without concurrent challenges, many of which unearth deep system structures that will impede progress if not addressed. In addition to building on the successes of last year, problems encountered are being used to re-design steps at every level next year.

D. Tiffany Holliday:

Oakland High School Action Research Narrative Tiffany Holliday, Pathway Coach

1. Students Needs Review Protocol

a. What we did

In 2016 I created a spreadsheet that housed the directions for the [Student Needs Review Protocol](#) and a sheet for teachers to record the area of concern and next step for each student discussed. In the 15-16 school year, PLTW was the only team to attempt using it. In 16-17 PLTW, PHA, and Khepera used it with some consistency. With each team, we reviewed the corresponding video provided by the county office of education that demonstrated how a team uses the process, and then attempted to implement it in a similar way. The idea is for every student to be discussed, but quickly. Teachers categorize what the concern(s) or need(s) for each student is (if there isn't a concern or need, that gets noted and then you move on to the next student), briefly share related information, determine what a logical next step is, and who will take the lead on taking that step. The protocol was shared with the other pathways, ESA, SJR, and VAAMP, but those teams did not use it, or maybe tried it once.

b. Successes about the process

This process was really effective for the Khepera team. They did a lot of work this year around incorporating meeting agendas and clear processes and protocols into their community of practice. When they have a structure or process to follow, they are much more efficient with their time. They even got to a point where they could discuss a student in under a minute. For PHA what was useful was having a spreadsheet to document notes in one place. The team had used this protocol in the past but were working off of paper copies to take notes about students so it was difficult to track down who was supposed to do what and what the outcome was. For PLTW, they also benefitted from having a tool for documentation and a process that helped them be efficient with their time. Overall, this process allows teachers to discuss more students in less time.

c. Challenges

Consistency - though some teams identified certain weeks of the month to address students of concern, other issues would arise, and therefore students of concern were not always discussed with regularity.

What action to take - there was a challenge with creativity around what types of action to take with students. For the most part, the plans included a call home or a conference with a student. These things would generally happen in absence of the protocol so it was difficult to determine if the protocol made the process any more effective in terms of student outcomes.

How to follow up - when the use of the protocol and tracker became inconsistent, it was a challenge to determine what was done with a student and if the planned action was still relevant.

d. What we learned

Though about half of the pathways used the protocol, it was often at random times throughout a semester, or after a marking period. We need to think about how we can be more proactive rather than reactive when students are not performing academically. There is a need for further development and consistency with how teachers (and others) conference with students. Every pathway has a different version of a similar conference worksheet/student contract.

e. Questions the process raised

How can we be more proactive? What data or tools can be used that are more predictive of student outcomes so we can intervene before it's too late? What are the appropriate times throughout a semester to do the protocol? Should it be the same with every team?

f. Coach role

I created the spreadsheet tool to align with the protocol, introduced it to teams, and in most cases, facilitated the process until teams got comfortable doing it on their own. I ran into a challenge with PLTW because though they had started to use the protocol last year, many of the team members were new to Oakland High this year. A new teacher developed a different tool/process that was less time-efficient but did have more student data available at the ready, but the director forgot about how we had already started using a tool last year so allowed the team to try out the new tool/process. I coached the director and the team to give both a try, then decide on the one that best suited the needs of the team. For next year, I hope to do more research around student intervention approaches and student conferencing skills, then share with the pathway director team to select one that can be used across all pathways, and with 9th grade families, so there is consistency across the site.

2. Administrative Pod Design to Support Pathways

a. What we did

We continued to implement the [Administrative Pod structure](#) where each pathway and 9th grade family is aligned with an Assistant Principal, counselor, and case manager. The Pathway Coach, Work Based Learning Liaison, and the College & Career Readiness Specialist support all pathways. The admin pod/team office suites are all located in the same physical area of the main office so each pathway/9th grade family shares a space and are close to one another. The principal also developed the [Span of Control](#) to distribute the other administrative tasks amongst team members.

b. Successes about the process

For students and pathway teachers, it is nice to know who to go to for support, and for the members of the support “pods” they clearly know which students and teachers they should be working with.

c. Challenges

We have still not clearly defined what the role of AP in support of pathways is. Each AP takes on that role a little bit differently. Similarly, there is variety within the role of counselor and case manager as well, though their jobs are already a bit more specific than that of AP. This means that some counselors provide marking period grade data to all teachers on a team as soon as it is available, and attend the pathway meeting when teachers review and discuss. And there are other counselors who you have to ask to get this information and who rarely attend team meetings. For one particular pathway there continues to be some relationship challenges between the director and the AP. They have trouble getting on the same page and do not always hold a shared vision for the pathway. Since APs also have different departments that they oversee, this can lead to some challenges and confusion. For example, if you teach science in one pathway but the AP who oversees the science department is not the AP for your

pathway, it is another administrator with whom you have to communicate and work with regularly.

d. What we learned

The support structure is essential to pathway development and implementation. If an admin and counseling team continue to work with students by dividing up the alphabet, where they are working with students from all different pathways, it is too difficult to tailor their support and work with all pathway teams to learn about the individual cultures, processes, programs of study, etc.

e. Questions the process raised

How can we clearly define the role of AP, counselor, case manager for even greater support and improved communication?

f. Coach role

I started this year wanting to work on better defining the role of AP in relation to support of pathways, but never got a process off the ground. I see this as some work for the pathway director team, but there were other topics that we needed to focus on and get consistency around this year. I probably should have intervened more when the pathway director and AP for one pathway were having communication challenges. I attempted to mediate the director's thinking to elevate her interdependency state of mind and to find common ground with the AP but did not do the same for the AP.

3. Restarting a pathway team with a difficult leadership transition and PoS redesign

a. What we did

This has been a long but successful process. For one pathway team, the principal removed the director from that role in late 2015 because he was ineffective and preventing the team from developing. For the remaining team, we reviewed the major components of pathway work and did some asset mapping. The result was a three co-director model, with a mostly clear division of who would manage what across those three team members. They were each able to learn more about pathway development and management and continue to be really excited by the fact that they now have the freedom to explore different ways of doing things. When the old leadership finally cut ties with the pathway, the remaining team no longer felt they needed to continue to implement the outdated program of study so they began the process of redesigning that to better align with industry standards and student interest. This process included researching two related sub-sectors of the overarching pathway industry sector, consulting with a science specialist from Teaching and Learning, and working with her to map standards in the science courses.

b. Successes about the process

The team is highly effective, efficient with their meeting time, has a clear purpose and direction, excited by the work, and overall just has great camaraderie. This is a *huge* deal for anyone who knew what the team dynamic was like under the former leadership, where teachers were often yelled at during team meetings. The process of changing leadership has led to team members being totally bought into the team and the work they do together to support each other and students. They now have a stronger course sequence and will now be able to focus on developing the work-based learning sequence that is in best support of the curriculum.

c. Challenges

Due to the former leadership leaving in a contentious way, the team was left without a science teacher for their 11th and 12th grade CTE and science courses at the beginning of the year, and were not provided with enough information to continue some of the long-standing elements of their pathway in the same way. This means that a series of substitutes had to start the year and that much of the CTE curriculum had to be developed from scratch since nothing was left to

work from. So even though this pathway has existed for about 20 years, it felt much more like a new pathway as they had to redesign and rethink and rebuild nearly every aspect of their program.

d. What we learned

The leadership for a pathway matters a great deal in the overall happiness and success of the team and though it was challenging work to get things up and running again, the team and the students are better because of it. A distributive leadership model is effective in pathway development work only when those sharing the leadership share the same vision and purpose, and communicate with each other and the rest of the team often.

e. Questions the process raised

Why didn't we make this change sooner? :)

f. Coach role

Because the remaining team members had been left in the dark for so many years, they did not know much about what a high quality pathway should look like nor what effective team work felt like so I really focused on providing them with timely coaching, consultation, collaboration suited to the particular needs of any given moment and was very conscious to not overwhelm them with too much too fast. I generally waited until they either requested or showed signs of being ready for "the next step" (whatever that might have been in a given situation). I also intently focused on building everyone's sense of efficacy, knowing how sensitive they were to not knowing how things were supposed to be done.

4. Evolution of Pathway Director work on equitable student placement in pathways (adult culture and collaboration)

a. What we did

The foundation for this work was laid the year or so before I started working with this site, and once the director for the aforementioned pathway was removed from that position (the main roadblock to this work), the team was really ready to move forward with the process. They reflected on what was done the year before, analyzed student demographic data of each pathway, and set goals for continuing to strive for demographics across all pathways that mirror those of the whole school. Before getting into this work for this year, we created a purpose statement for the director team to help drive our work for the year. Rather than having one of the directors take the lead on the process, we shifted that work to me. This meant that I managed the student selection process and worked with ERS to develop a tool that would help us be more efficient with the placement process. Rather than attempting to do it over 4-6 weeks, we took a full day to power through the process and left with the rising 10th grade pathway placements close to 100% complete. We also had counselors participate in the process this year, thinking that if they contributed, they would be more likely to uphold the value of equitable distribution. We also included special ed teachers and placed those students first, to ensure they would be in the best environment to support their unique needs.

Other work of the director team this year included equally participating in district options events, redesigning an options open house on site (and offering several campus tours for prospective families), refining the 9th grade pathway recruitment process, defining a pathway transfer policy, and creating the role of pathway ambassador.

b. Successes about the process

Each year we get better at the process and move closer to each pathway having similar demographics across GPA, gender, and ethnicity. Having a clear set of agreements, norms, and

a shared purpose has allowed us to engage in this work effectively, without anyone undermining the work of the team.

c. Challenges

One challenge we are still facing is how to manage the placement of new students when they transfer into Oakland High as 11th or 12th graders. It is not fair for them to get their first choice, when there are some students who started at Oakland High but did not get their first choice. Without a clear process for this situation, it can undo all the placement work the team does in the spring.

d. What we learned

We get better at the process each year. It is easy to have a policy of not allowing any requests to change pathways after the placements for 9th grade have been determined.

e. Questions the process raised

How do we address the situation of certain pathways being more “popular” than others? How can we proactively encourage more females to select PLTW and more males to select PHA? How can we better inform (and communicate with) students and families so they have more time and resources to make their decision? What is the future of the Khepera pathway? How can we redesign the intake process for new students so they are also equitably distributed amongst pathways?

f. Coach role

Some might argue that this is a very technical process, and not one that involves much coaching. Though the tool and actual process of moving students back and forth in their top three pathway choices before reaching equity is indeed very technical, it couldn't happen without the right conditions within the team, and that has been the work of coaching. Though the team resisted at times, I continued to build in intentional SEL and adult learning practices to meetings. Doing so has enabled them to better self-manage their behavior in meetings, meaning we are more productive and effective as a team.

E. Tim Bremner:

Castlemont Participatory Action Research Narrative
Tim Bremner, Pathway Coach
June 2017

Context

After a year of the Intensive School Support (ISS) redesign process, Castlemont High School became part of the Measure N school redesign process in order to move into wall-to-wall pathways and achieve our vision and mission. The two pathways on campus are the Sustainable Urban Design Academy (SUDA) and the Community Health Equity Academy (CHEA). SUDA has been on campus for 5 years, CHEA was piloted in a 9th and 10th grade class this year. This followed three years of leadership and teacher turnover after Castlemont was consolidated back into a large comprehensive school in 2011 as a result of the small schools implosion in OUSD.

The pathway structure at the school consists of: a class for each pathway in the 9th grade, students choose a pathway and loop with their teachers in the 10/11th grades and come back together with a pathway capstone senior project class in the 12th grade. Pathway development

work this year includes 1) planning to transition from a traditional grade level collaboration model to a pathway collaboration model (especially in the 10/11th grades, but also connections with the 9th, 12th grades and Newcomer program), 2) building school wide understanding of pathways and 3) building pathway teacher and team capacity to design and implement pathways in 2017-18. Castlemont will be wall-wall pathway 9-11 in 2017-18 and 9-12 in 2018-19.

Overview: School Coherence - Staff Engagement - CRT Instruction Program - Pathway Development Work

I started as a Pathway Coach at Castlemont in August of 2015. This was the first time I stepped out of the classroom into a role that would allow me to engage in pathway development work full time. I am still, by default, the SUDA pathway Director, until the team and lead capacity is developed to take over that role. Similarly, I play a lead role for CHEA until further school and team capacity is built to sustain that work. My role consists of different elements and adjusts based on the needs of the year. Over the last two years, the work of the school and my work has evolved in a narrowing of focus from larger school school design and coherence issues, to teacher and staff engagement in school improvement via a Culturally Responsive Teaching instructional focus and now to the work of launching pathways. My work then, has shifted from co/leading the school design process, to co/leading the instructional leadership team, to co/leading the pathway development process. This written narrative describes my experience and reflections on my work over the past two years, highlighting successes, challenges and thoughts now and moving forward.

School Design Successes

School Design

I think I played a consistent role in that I bring my time on campus and in the district along with my experience as a teacher, academy director, design lead and now coach to the design and implementation of pathways at the school. Categories I have defined for the work thus far are: Teacher Collaboration and Coaching, School Design and Admin Leadership Support and Pathway Operations and Development.

In 2015-16 I felt the need to prioritize the school design work and we did it.

I think that I had significant influence in the design team work by creating the process and expected product. This happened initially by advocating to combine the ISS process and expectations with that of the Measure N initiative. This consisted of a design team made up of teachers, students, administrators and community members that conducted a cycle of inquiry based in work areas generated in the ISS school design proposal.

Challenges

The ISS school design proposal and Measure N design expectations were often a separate process and set of expectations which lead to confusion for leadership and messaging in general around the school design process.

Coherence

Successes

I worked with the Admin Leadership Team to create a Theory of Action for change and common language of transformational and transactional leadership moves to engage staff and create coherence within the school. There was still major work to be done in terms of actually engaging staff, especially through PD/Staff time and our overall instructional program. This led to my continued reflection and focus on the role of adults on campus and a Professional Development plan that engaged staff and students and that, ultimately, would establish the goal of coherent pathway development.

Challenges

In this light, it was an ongoing struggle to clarify roles and leadership of this process. The issue of alignment and coherence of the school was blatant and urgent, yet the leadership team had not yet consolidated a common approach and strategy.

Staff Engagement and Culturally Responsive Teaching (CRT) 1st Semester 2016-17

A broad Theory of Action was emerging where an engaged staff would create alignment and coherence and this in turn would set the foundations for solid pathway development. In my own thinking around Inquiry for Action and Design I envisioned two iterations: one during the first semester that would aim to engage staff in an inquiry cycle around common instructional strategies that they saw as high leverage (CRT, Pedagogy of Poverty) and a second during the second semester where teams would move from GLT to pathway groupings and build on CRT instructional theory and practice by adding pathway themes.

Successes

Members of the ILT selected the work of Zaretta Hammond as the CRT Frame we would use to engage staff. This built on initial work with Hammond the year before and would provide a theory and set of practices to engage staff. This was an evolution from the PD plan that was initially framed around some major instructional buckets such as SEL, PBL, UdL and strategies found in Haberman's Pedagogy of Poverty. In addition, the Fall of 2016 the ILT engaged the staff in an inquiry cycle where GLTs self identified areas of instructional focus.

With this; Administration, Coaches, Teachers and the Culture Team staff had a clearer sense of the what and how of CRT implementation at Castlemont. When this was the basis of PD and expectations for staff were clear there was evidence, through observation and teacher survey, of more teacher implementation of these strategies, specifically the structured lesson plan.

Challenges

Mid-way through the year, this proved challenging for many of the teams that were new to teaching, let alone inquiry cycles (10th grade), faced a need to triage teacher shortage (12th grade team) and that were building brand new curricula and programs (Newcomer). This prompted the ILT to engage the CRT work more specifically, naming Hammonds Ready For

Rigor frame, self reflective teaching and structured lesson plans as how CRT was defined on campus.

At a point, I reached a level of frustration with the lack of consistency in how the ILT and PD planning followed our collectively agreed upon approach. PD became less focused and the consistent CRT focus was diminished. Furthermore, following my own Pathway Transition Plan, mid-year was the point at which Pathway Development PD needed to increase. My focus on and support of ILT was decreased and my focus on pathway development increased. Based on the collective work as a team, other ILT members have been able to step in to take on some of the ILT facilitation and planning and I continue to participate and support.

Pathway Development 2nd Semester 2016-17 and Beyond

Successes

Early adopter pathway team members had been meeting for over a year to begin the pathway work. This continued every other week throughout the year. In the second semester both whole staff pathway PD and pathway team PD increased. Whole staff PD was once a month and followed the Scope and Sequence of 1) pathway identity and launch, 2) team development through collaboration, 3) unit planning and cross curricular connections to align pathway courses and 4) work based learning. In addition, there was a SUDA and CHEA all day retreat for each pathway where teachers developed as a team, identified pathway values and outcomes, planned units and lessons and worked with industry/community partners. Lastly, one pathway team visited a similar pathway program in Los Angeles Unified.

Challenges

Given the strategic but complicated pathway model at Castlemont, “pathway” connections are different for the various grade level teams. The core of the pathway is in the 10/11th teachers. The 9th has pathway exposure through a year long class for each pathway. The Newcomer is in phase one of planning a SUDA class in the 1st year and a CHEA class in the second year. The 12th team is connected through the beginning work of structuring the senior capstone class into pathway cohorts and themes as well as teaching one junior SUDA class next year (the junior class is too large for two pathways, thus 12th teachers with a lighter teaching load will take a section of 11th). Lastly, PE and the electives ie. art, music will have a mixture of grade levels and pathway students. My role as a coach will be to strategically reach out to these various teacher groupings and make pathway connections where and how appropriate based on the core work of each 10/11 pathway team.

Lessons Learned

To what extent any of the CRT work established a foundation for pathway work is unclear. It did serve to *not* overwhelm a 60% new teaching staff and to break into separate groupings before even cohering a bit as a Castlemont staff. Granted, the inquiry work and at times the CRT work was often overwhelming, I think this is still carry over from a need for coherence schoolwide and for focused and consistent ILT. However, the pathway work, for the core 10/11 teams is beginning to provide a level of collaboration, trust and team development, as well as, purpose, vision and direction for the work. In one academy specifically, the core team has congealed to

take leadership in planning and leading the whole staff PD for the pathway and is collectively generating key documents and tools that represent the values and practice of the pathway. Ironically, the other pathway which has been on campus longer, has more new teachers and therefore is still adapting the old to the new. With the addition of the Work Based Learning Liaison this year, student and teacher experiences with classroom presenters, field trips and overnights has greatly increased. Furthermore, the WBL along with the pathway coach has supported the coordination and planning of two Dual Enrollment classes on campus. Industry and community partnership has increased and we are fully engaged with the District Summer Internship Program this year. Challenges with industry/community partnership have manifested through the inefficient district policies to apply for and process funding opportunities and the miscommunication of district leadership with industry partners without first engaging with the site.

Overall, despite being an “implementation” year for Measure N, the school was still designing and piloting. Given the biggest challenges to pathway work were time to collaborate, pathway lead and team capacity and leadership capacity to fully support pathway development, next year will be the first real year of implementation. The most significant change will be in our Master Schedule where 10th/11th teachers and students will not only loop within the pathway, but those teachers will teach the same grade level on the same block schedule days. This will allow pathway teams at grade level to reinvent the bell schedule during that day with minimal impact on the rest of the school. This will create the conditions for collaboration, PBL, WBL and community engagement in the pathway. Furthermore, with a shared prep every day the 10/11th core pathway teams will develop collaborative team, align courses and create a holistic, consistent and engaging experience for students.

Role and Future of the Coach Role

The role of the coach is purposely in transition. Most of us in the Community of Practice are generally hired centrally but the idea is that the position dissolves and become more site based over the next couple of years. The remnants of collective action of the Coach Community of Practice for this year are happening and the definition and purpose of the coaching role is in question and in transition as the 2016-17 year comes to a close.

If this role or effort expires, we are asking: What are we doing in the context of what our office is or is not? We need to determine the sustainability of the group. We need to figure out: Is this just a voluntary group? What is the purpose and consistency of the group at this juncture? What is the expectation of the group moving forward?

I think the group has a lot of potential. I have gotten a lot from the members of our group, as well as the collective thinking of this group. I think we have an interesting opportunity, with Measure N and our role as both site and systems or district scale level professionals. However, we need outside facilitation to help work this out and soon.

VIII. High School Linked Learning Office Action Research (in support of Measure N Implementation)

The HSLLO Theory of Action (adopted during an all-office retreat in August, 2016) states:

“If we work with schools to develop above and below the green line systems and build the capacity of site teams to create and sustain equitable Linked Learning Pathways, then by June 2017 more historically underrepresented students will be on-track to graduate (with a clear plan in hand for college, career, and community success).”

This is where a report on the action research of the High School Linked Learning Office (HSLLO) in supporting Pathway development, Pathway quality, and pathway wall-to-wall scaling district wide would be placed. That would be our own inquiry into our work: How did we do with enacting our Theory of Action? What were the successes? What were the challenges? What did we learn? What questions did it raise? However, despite numerous attempts over the course of the year by members of the PARE Team and others to encourage the HSLLO leadership and staff to design a collaborative and inquiry driven strategic approach to our own work, and engage in a collective cycle of inquiry (planning, acting, observing, reflecting) on our work, there did not seem to be either the will, the skill, the knowledge, or the capacity for the HSLLO to engage in such a process.

The High School Supervision Team engaged in an analysis of all Measure N plans and realized how crucial action research was to have better supported the development of Measure N plans. The High School Supervision Team reflected on the need for a deeper look within our own office to ensure the alignment of our office to support quality pathway development work happening across the district.

Below, we present short narrative sections from each of the main work areas in the HSLLO.

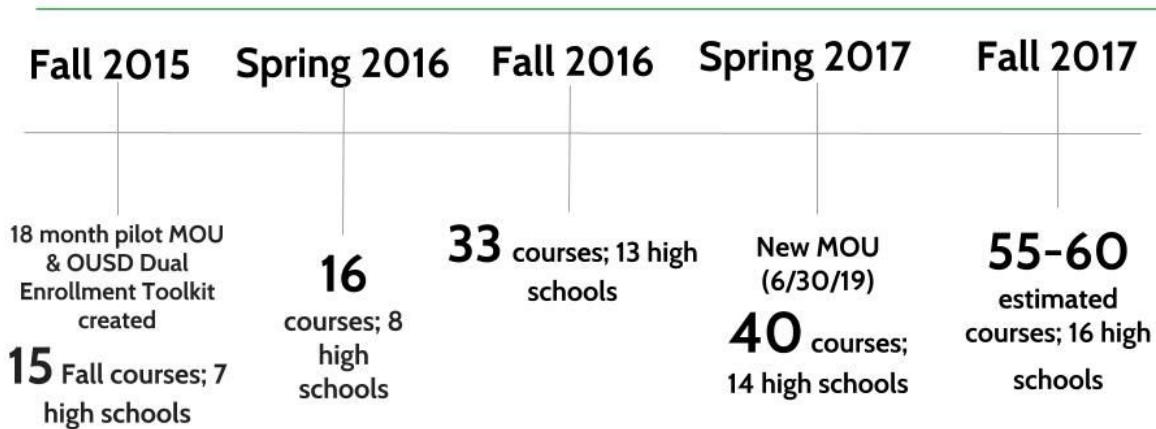
- Dual Enrollment

Dual Enrollment
Leslie Kawamoto Hsu, Manager of Strategic Partnerships

History

Please see below for a historical timeline of Dual Enrollment in OUSD.

OUSD-Peralta Dual Enrollment Timeline



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We launched the Dual Enrollment pilot initiative in Fall 2015. Within the same month, I was hired for the position as Manager of Dual Enrollment and quickly conducted a landscape analysis of our high schools which included 1.) which school(s) currently have some form of Dual Enrollment (DE) partnerships and 2.) which new schools want DE. Simultaneously I had to quickly learn the intricacies and cultural mores of Peralta including the system of enrolling into Peralta Community Colleges so that I could train the schools (luckily I knew a lot given my over 10 years of experience doing college advising) and worked closely with the Peralta's to build college courses into our high schools. By mid Fall I built an extensive toolkit that supported the entire process for high schools which included a Course Request process and built a number of strategic relationships within Peralta's leadership and faculty so that the OUSD DE partnership would be at the fore of their priorities, and so that in 2016-17 we could have a full scale rollout.

By 2016-17 our courses and partnership grew significantly--between Fall 2015 and Spring 2017 we grew 300%, reaching 14 high schools with 40 courses. The 2016-17 school year was in large part spent expanding the number of courses through building relationships with department chairs, faculty, Deans and Vice Presidents of Instruction at the colleges as well as building the capacity at the high schools so that they knew what it took to hold a high quality DE program at their school. Part of this involved being an integral part of the Master Scheduling and budgeting conversations so the proper investments were being made and the routine yet strategic engagement and leadership of principals.

It also required the creation of streamlined enrollment and Course Agreement processes and high touch training and coaching for Dual Enrollment Coordinators across all our high schools. The other key priority was and continues to be advocating on behalf of our schools and students for Peralta to address barriers that continue to be a hindrance for our students. One example of this: our creation of the Universal Dual Enrollment Form process that has allowed our students

and parents/guardians to complete only one form for the lifetime they attend that given high school, as opposed to one per course every semester.

The final priority in the 2016-17 school year was finalizing our new MOU (exp. June 2019), which, together with legal, we successfully completed in the Fall 2016. Key elements of the MOU addressed many barriers such as fees or deadlines that were previously disadvantageous for our students and schools.

Challenges, Opportunities and Needs

There are key areas that we need to continue to strengthen to ensure our students are having an authentic, rigorous and supported college experience. The first involves embedding strong students supports for students who struggle in the college course. Now that schools have experience hosting a DE course we can begin to fine tune what it means to improve the experience students are actually having in these courses. Some key areas we need to address include when a student is struggling or failing, how the school can intervene with the academic and non-academic support to ensure the student recovers early in the semester, and if they do not recover, how it can be used a teachable moment.

The other key area related to student supports is working closely with Peralta to train their professors and instructors to understand the tools that they might consider employing as a way to deepen student engagement and the college experience for the students. There are tremendous possibilities with bringing together faculty from OUSD and Peralta to create cross pollination of strategies and expertise.

The ultimate goal of DE involves impacting the college chances and outcomes for students who are the most underrepresented. A key measure will be whether early college exposure while students are still in college positively impacts a student's chances of matriculating, persisting and attaining a college degree. This impact of DE with respect to this goal will need to be measured over time but one key activity we can begin to do is creating a tighter relationship between students enrolled in DE and counselors at the colleges who could act as secondary guidance counselors to students so that, should they decide they want to attend Peralta Colleges, the transition is easier and seamless. The Peralta counselors should also be tightly coordinated and connected to students taking DE courses to educate them in general about college, degree programs at Peralta and the benefits of pursuing a higher education.

Finally, there continue to be many big questions about the sustainability of DE: What happens when Measure N, the primary funding source for DE across all schools, sunsets? What happens when Peralta gets a new Chancellor and that leader does not see DE as a key priority? As we grow how do we continue to ensure high quality instructors land in our schools especially when providing the highest quality instruction remains a priority AT the college? How can we create a business model that supports the payment of OUSD instructors who meet the qualifications to teach at a CA community college, while avoiding a conflict of pay or bargaining unit? Can we ever reconcile the discrepancy between Concurrent (at the college) and Dual (at the high school) Enrollment especially with respect to the type of OUSD credits earned? How can we build more permanence into the course agreement process so that the courses schools request are actually guaranteed by the colleges? What will it take to pressure Peralta to invest more heavily in staffing the respective roles across their institution so that OUSD is not carry the

burden of tending to every level of the MOU?

Data

Ethnicity of Dual Enrollees is comparable to the District: District 2016-17 demographics: 41% Latino, 26% AfAm, 13% AsAm, 11% White

Demographics: Ethnicity

Ethnicity	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Asian	16 (9%)	16 (11%)	34 (11%)	28 (7%)	105 (17%)
Black/African American	81 (45%)	46 (31%)	133 (42%)	134 (32%)	197 (31%)
Latino	36 (20%)	58 (39%)	98 (31%)	215 (51%)	255 (40%)
Multiple	30 (16%)	16 (11%)	34 (11%)	29 (7%)	12 (2%)
White/Non-Hispanic	11 (6%)	9 (6%)	10 (3%)	3 (2%)	35 (6%)
Pacific Islander	1	1	3	9 (2%)	12 (2%)
Filipino	3	2	2	0	9
American Indian	0	1	1	0	0
Unknown/Not Reported	4	1	2	2	8
Total	182	150	317	420	633

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Dual Enrollment Grades and Pass Rates:

Grades and Pass Rates

	Fall 2015	Spr 2016	Fall 2016
% C or above	80%	84%	82%
% D/F/W	18%	14%	16%

In the student survey 20% said they "might receive a D/F"

They attributed their possible grade to the following:

- 41% Balancing the college course with rest of my classes was too difficult
- 33% Personal issues
- 33% Procrastination
- 29% I didn't seek help
- 29% The class was really hard

"It was fun but I had a hard time managing it with my high school courses. Overall, I felt like I could have done better if I made time management my priority and didn't procrastinate."

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Results from the Spring 2017 Student Survey:

What do students think?

- **82% I'm more prepared** for college
- **72% more excited** about attending college
- **88% understand what to expect** from a college course
- **88% would recommend the course** to my peers

I loved my Professor.

He was so thoughtful and truly cared about us as students and treated us with the utmost respect.

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Results from the Spring 2017 Faculty Survey:

What do faculty think?

- **97% DE helps students prepare for college and/or career**
- **69% students engaged actively** in lectures, discussions and projects
- **72% students learned about topics and perspectives** they've never been exposed to
- **83% students connected the course content to their real life experiences**

97% really enjoyed or enjoyed teaching a DE course and would like to teach DE again

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Thoughts from Faculty

"It has given me opportunities to demonstrate my commitment to being a responsive educator and has required me to meet my students where they are, make my curriculum relevant to them, and create opportunities to connect with them personally."

"This age group requires more than just academic instruction. In many cases **it also means teaching them how to be college students.** Part of my role includes coaching, mentoring, and counseling."

"It has stretched me and shown me my purpose as a teacher."

"There were times when the student did not seem to be interested but **when I selected information that they were able to fully relate to, then I saw growth and engagement.**"

"I have been able to integrate some of my dual enrollment teaching in my regular classes."

"I continue to be made aware of the real-life experiences, both positive and challenging, of students growing up in Oakland."

"It has made me more aware of the vast needs of different learners **and has helped me to think outside of the box** and create different types/styles of lessons and assessments."

- Computer Science

Computer Science in 2016-2017 **Claire Shorall, Manager, Computer Science**

Overview

Broadly, our goal in OUSD is to offer universal computer science education, TK-12, by 2020. This goal, developed and pledged in partnership with leading for-profit, nonprofit, and government partners was made as a part of President Obama's Computer Science for All initiative. More than just offering computer science to all students, we want to ensure that as a result of these courses students are stronger problem-solvers and for teachers to be feel successful and supported.

In 2016-17, enrollment in secondary computer science increased 400% from the previous year. In total, more than 3,000 6th-12th grade students in OUSD take a yearlong computer science course. The majority of this growth was in grade-levels considered "pre-pathway" - 6th-9th - and is contributing to greater demand for advanced, career-aligned computer science pathways. This year, nearly 1,700 freshmen across the district took an Exploring Computer Science course. Additionally, six middle schools were designated "pre-pathways" and added computer science to many students' schedules.

Existing Computer Science pathways at Oakland Tech and Skyline High School, as well as the new pathway at Coliseum College Prep Academy, featured updates course sequences this year. Tenth graders at all schools now take an A-G and CTE-approved Advanced Placement course, Computer Science Principles. Across the district (both pathway and non-pathway), there were 331 students enrolled in the course, marking an 11x increase in AP participation in computer science from the previous year. Next year, students will take AP Computer Science A

(CCPA/Oakland Tech) and Web Design (Skyline) in 11th and 12th grade. Both CCPA and Oakland Tech will also provide opportunities for their students to take CIS 5 (Fundamentals of Computer Science) and CIS 6 (Introduction to Programming) through community colleges. Capstone courses are being planned for 2018-19 and will likely include dual enrollment opportunities with the Peraltas, as well.

Computer science growth has occurred external to the academies, as well, with many schools offering AP Computer Science Principles or a dual enrollment course as an elective for students outside of the pathway.

Successes:

Success in computer science is predicated on a strong and supported teaching force. Additionally, teacher professional development and a supportive coach and community is the key to retaining teachers. Retaining quality teachers is critical to the success of our computer science initiative. In the most recent teacher survey 100% of respondents felt supported and 85% felt successful. These results are likely due to professional development offerings through Mills Teachers Scholars, which supports teachers through classroom-level inquiry, and content-driven professional development through Code.org. In addition, “2nd Wednesdays” were designed to support struggling teachers with tools to create a more productive classroom environment.

This May, we hosted our first ever Computer Science Fair. The event was a success because it brought together students and teachers from across the district. Through the event, teachers were able to compare the types of projects given in each other’s classes. Younger students were able to see the expectations of them in high school. Also, our community strengthened.

Challenges:

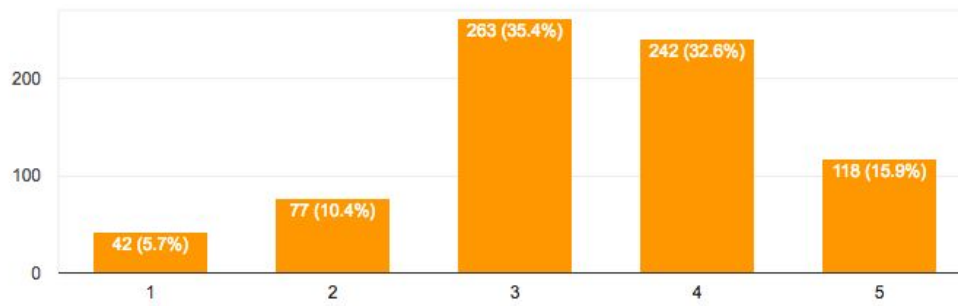
A pervasive challenge has been assessing student learning. As a result, students have largely been given grades based on their engagement in the course. This has resulted in nearly universal passing of computer science courses across the board. While it is great that students are engaged and that passing the course, particularly during freshmen year, makes students more on track for graduation (CS provides a G-elective credit), we also recognize the need for an assessment tool like a rubric and a shared set of performance assessments to ensure that students across the district are being held to high expectations. The creation of the rubric will happen during the summer of 2017. It is also an opportunity to align to the work of the graduate capstone.

Learnings:

At the end of 2017 school year we asked students across 6th-12th grade about their experience in their first year of computer science. Here’s what they said:

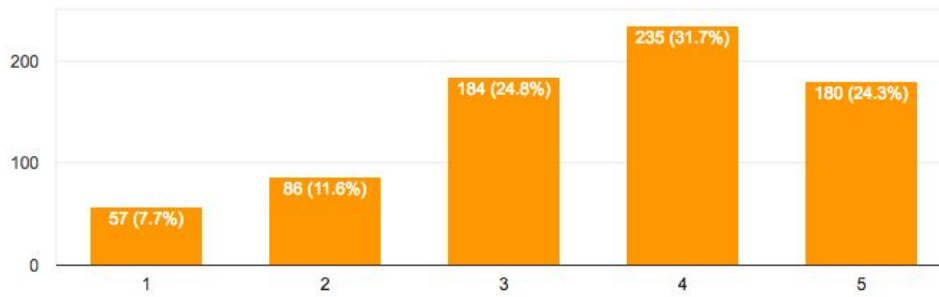
I feel empowered in my computer science class.

742 responses



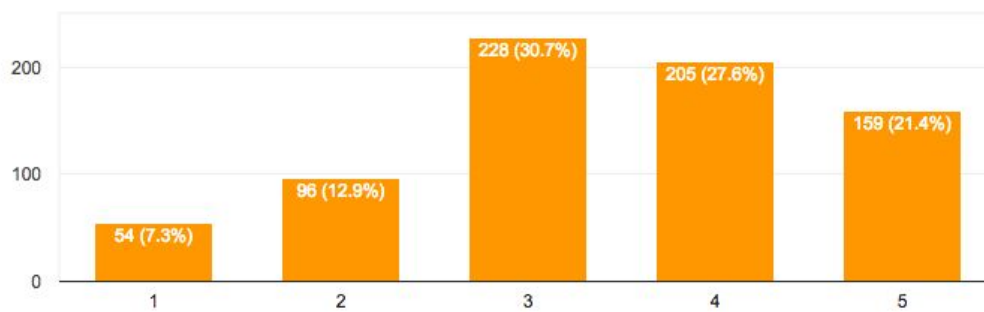
I feel challenged in my computer science class.

742 responses



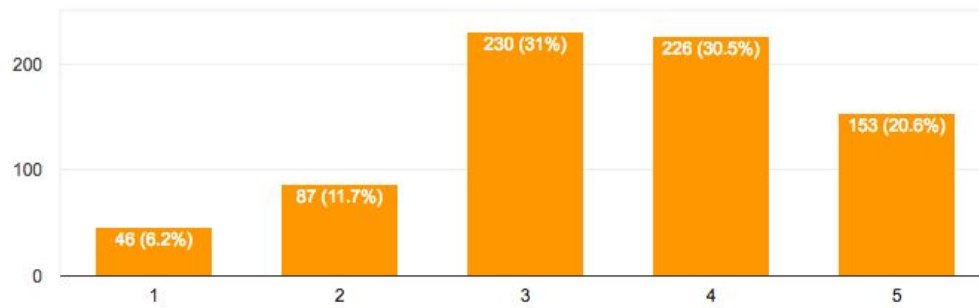
I feel like computer science is relevant to my life.

742 responses



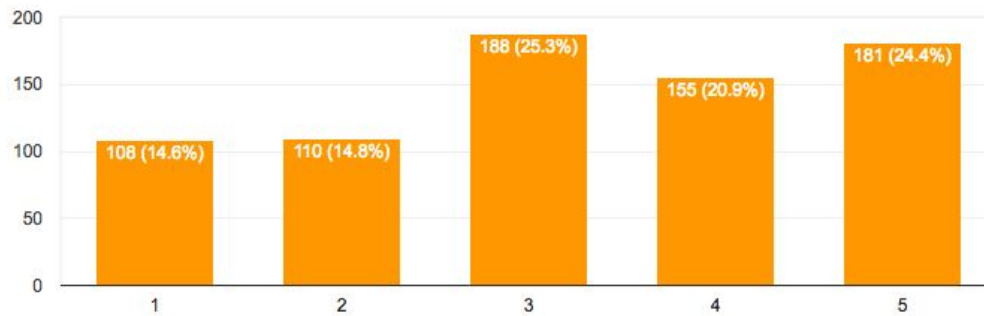
I am always busy and learning in my computer science class.

742 responses



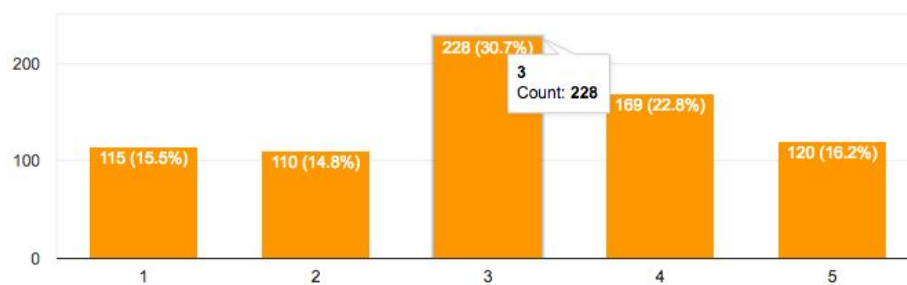
I want to take more computer science classes in the future.

742 responses



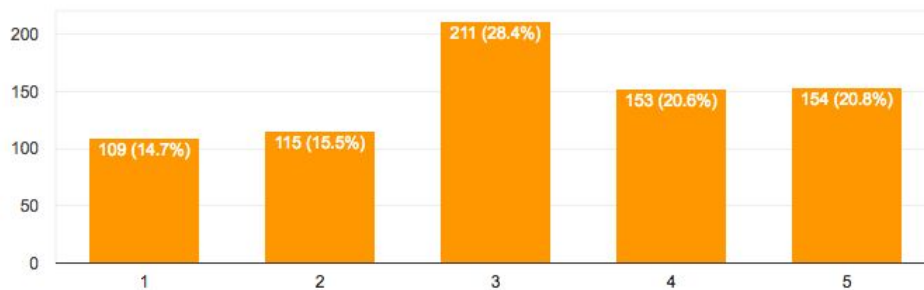
Computer science is for people like me.

742 responses



I see myself pursuing a technology-related career in the future.

742 responses



These are aggregate results and in the past we've learned significantly more when we start to look at trends amongst various intersectionalities including race, gender, grade-level, special populations, etc. It is hopeful that all computer science teachers are invested in using data to drive their practice. For example, when we took this survey in October, one group of teachers saw that across the board, young Black female students were responding least positively to their class. That group decided to host a circle for a group of young women and ultimately they created an after school club for girls to code together. In another case, one teacher who saw that her students did not rate computer science highly relevant to their lives started to do a weekly current event assignment about new technology and the relevancy scores skyrocketed.

Of every statistic we looked at, the one that makes me most excited is a question asked of 8th graders across the district. When asked if the opportunity to take computer science factored into their decision of high schools to attend, $\frac{2}{3}$ of students said yes. Of those students 85% plan to stay in district high schools. The implication of this long term could mean that computer science is a major draw for families to stay in OUSD.

- Graduate Capstone (Young Whan)

2016-2017 Graduate Capstone Narrative Reflection **Young Whan Choi, Manager of Performance Assessments**

Successes

This year roughly 50% of our graduating seniors were assessed using district approved common rubrics. This includes students from schools like O-High, Fremont, Skyline, Castlemont, CCPA and Life Academy. This represents significant growth from three years ago when there were no common rubrics. The capstone project is increasingly seen as part of the pathway development work, so schools that are developing pathways are also including capstone projects and are embracing the rubrics. This year we will be collecting data from all of our high school seniors on how they experienced the capstone project. This project was done in partnership with school counselors.

There were also successes in terms of learning for the adults in our system. We have seen the increase in school sites hosting their own scoring and calibration sessions for either the research papers and/or oral presentations. Skyline had its whole staff watch and score graduate

capstone presentations for the first year. We had our first student capstone presentation at principal PD, which most principals rated as very useful and a few rated somewhat useful. A cross-site team worked to identify anchor research papers this year and we are in process of getting to anchor oral presentations. Life Academy teachers also led the way in developing versions of our rubrics with asset language.

Challenges

We continue to have challenges getting started at some of our schools, particularly those where pathways are struggling to take root. While we introduced Illuminate to our teachers, very few used it to keep track of student performance this year. This means it will be hard to track performance across schools and over time. Another challenge is that while there are a few places where teams of teachers are considering how to align vertically with the capstone, it is not happening systematically.

Learnings

A focus on improving student outcomes aligned to clear expectations can improve teaching and learning. Watching oral presentations at Fremont this year was a great example of how students were able to present powerfully and with great connection to the audience largely due to important shifts in instruction like requiring students to do mini-presentations in the fall and present their projects in 9th and 10th grade classrooms. We need to continue to figure out how to better align with work-based learning experiences and have students create action projects that align to their pathway theme. Another area for exploration is how we use the graduate profile to focus instruction at the middle school level and bring even greater alignment to our system.

- Work Based Learning

Work Based Learning Reflections for Measure N PARE Report June 2017 Greg Cluster, Coordinator, Work Based Learning

FY 2017 – 2018 brought tremendous change to staffing support for Work Based Learning in Oakland.

Within the OUSD Linked Learning Office, three long-time (5+ years) leaders of Work Based Learning left (Susan Benz, Manager Career Readiness; Donna Wyatt, Manager of CTE; and Claire Mueller, CTE Specialist – and Program Manager for Health Pathways). Emiliano Sanchez joined the team in spring 2016 as Director of Trades and Apprenticeships. Greg Cluster 13 year veteran Learning Through Internship Coordinator from MetWest High School joined the Linked Learning Office as Work Based Learning Coordinator. Alcian Lindo joined the team to support event planning, communications, and data work. Roxanne Clement-Rorick was hired to liaise between health pathways and external partners in the health field – with a particular focus on those receiving Atlantic Foundation support.

At the school level using Measure N and/or CPT2 funds, eight OUSD schools created new positions titled “Site Liaison: Work Based Learning,” two OUSD schools created new positions with other titles to but dedicated largely to Work Based Learning. At least two charter schools created new positions dedicated wholly or in part to Work Based Learning. Additionally four

OUSD small by design schools maintained positions dedicated largely to Work Based Learning coordination (in most cases, specifically internship coordination).

The primary charge of the Coordinator of Work Based Learning this year was to support the professional development of the people occupying the new Work Based Learning positions at OUSD schools and the linkage of those individuals to the “outward facing” members of the Linked Learning Office staff whose jobs involve the cultivation of employer/industry engagement with our youth.

In spite of this narrow focus of this year one charge, a survey of the work occurring citywide is likely of greater value to the Measure N Commission and this is what is attempted below.

Work Based Learning is a sprawling area of practice so I have broken it down in one of many possible ways in order to organize this report. In this case, I am using the somewhat overlapping categories of “Career Preparation,” “Career Exploration,” and “Career Awareness.”

1. Career Preparation: Internships/Apprenticeships

Internships are the area of work that has been most specifically named as an experience OUSD leaders, and voters, want to see more of. Growth in internships was specifically named in the preamble of OUSD’s Strategic Plan 2011-2016 as well as in the leading text of the Measure N initiative. Coordinating and growing the number students having internship experiences in OUSD has been a primary goal this year.

School Year Internships:

For the first time, we have what we believe to be a nearly complete view of school-based internship experiences occurring across the city during the school year. Greg Cluster convened three meetings for all district and charter schools operating or launching internship programs this year which yielded an agreement for some minimal data sharing around internship placement numbers and site and the following the following baseline numbers:

- **591:** Total number of high school students conducting off-campus, school-monitored internships of at least 40 hours. (455 in OUSD schools and 136 in charters).
- **9:** Total number of high schools running school year internship programs (defined by >10 students engaged in internships of greater than 40 hours total and a defined staff leader for the internship program responsible for tracking and monitoring internships): (5 OUSD and 4 charter). This includes one school who started a new school year internship program: Unity High School

This data will provide a useful baseline from which to measure growth of school-year internship experiences in the coming years. In terms of quality, a pair of UC Berkeley Public Policy “Plus Fellows” conducted interviews with internship coordinators and produced a report detailing conditions for quality internships.

Summer Internships:

Under the leadership of Greg Cluster, and facilitated by WBLLs along with the investment of a

total of \$134,000 in site based Measure N funds, the OUSD managed and stipended summer internship program known as “ECCO” grew from 150 students (2016) to approximately 380 students in summer 2017. We are also growing our core of ECCO teachers who will be monitoring student internships and leading weekly reflective internship seminars for students from 5 to 14 this summer. This growth is attributable to the introduction of Work Based Learning Liaisons to campuses. These staff were uniquely able to engage in a labor intensive student-by-student internship placement process that included launching hundreds of students on after-school interviews, supporting the completion of internship applications, and engaging in a massive amount of email and phone communication between schools, the Linked Learning Office, and internship sites.

It also involved a decoupling of internship access from the mandated use of standardized ECCO curriculum and toward an assessment of “readiness” defined in part by students’ completion of a resume and practice interviews, but also by a school’s commitment of sufficient staff time and financial resources to engage in an internship matching and placement process that could include real-time preparation for interviews/applications real-world assessment of readiness (e.g., interviews at sites). The decision to shrink the number of required “ECCO Lessons” in order for students to participate in a summer internship was based on survey data collected from past year’s ECCO students the majority of whom identified that the primary experience they felt prepared them for their internships was conducting mock interviews at the Career Expo. We look forward to hearing from experienced internship host sites regarding the relative performance of this year’s students.

Integration into the landscape of “Summer Jobs”

Gilbert Pete (OUSD’s Workforce & Economic Development Coordinator) has been working with staff from the City of Oakland to develop a more coherent approach to summer employment/internships in general with the hope that through data-sharing and shared branding, we might be more effective at ensuring more complete and more equitable access to workplace learning and earning opportunities in Oakland.

Limitations of this Data:

While we are closer to having a complete picture of internship engagement in Oakland this data does not include all students participating in industry and non-profit managed internship experiences (e.g., CORO exploring leadership, Metropolitan Transportation Commission, etc.)

The data on summer internship DOES include a subset of 36 students who are enrolling in Laney College CTE courses that provide a workplace like setting in which students engage in intensive training in a specific technical field. These Laney Summer CTE Institute courses offer an excellent onramp into CTE certificate programs in high need, high paid fields that Oakland youth have NOT been gaining access to.

Demographics: By end of summer 2017 we will have complete demographic data on participants in the summer ECCO internship program as well as demographic data of some, though not all, students participating in school year internships.

Key Learnings (Internships):

1. The sharing of summer internship host sites across too many schools creates extreme inefficiencies and ineffectiveness through the need for additional layers of bureaucracy. However initial attempts to limit certain sites to certain pathways based on theme led to under-recruitment. One way to address this in future years is to identify internship hosting organizations early enough to conduct more strategic outreach efforts to specific pathways that cultivate interest and comfort with the opportunities, and allow for curricular integration.
2. In addition to instruction in resume creation, self-presentation, and interview skills, students need to develop the habit of regularly checking email in order to engage in an effective internship placement process. This habit will need to be woven into curriculum in future years in order to facilitate a less labor intensive placement process.

2. Career Exploration: (One time experiences at work-place environments or with professionals on campus – e.g., interviews, job shadow days, and Career Exploration Visits)

All schools with WBLLs had increased capacity to conduct group trips to local businesses. Unfortunately we are unable to track the growth as we had no complete data-set from past years. However, we will have baseline student-level data for 16-17 for schools with new WBLLs ready by end of summer that allows us to compare participation rates across pathways, gender, ethnicity, etc.

Here are two key areas of growth:

1. Close to 1000 students participated in on-site Mock Interviews prior to the career expo facilitated by WBLLs
2. The internship placement process for the summer afforded hundreds of off site interview opportunities.

Learnings:

1. Mock interviews are a high interest, high impact easy on-ramp for new partners and relatively inexpensive
2. Integration of guest speakers and CEV's into curricular units is essential. Habits of CEV's as dissociated "field trips" developed in some pathways. WBLLs will be in a better position to require better curricular integration in order to provide support next year and beyond.

Career Awareness (Experiences that broaden students awareness of possible career paths):

1. OUSD Career Expo:

Under the leadership of Alcian Lindo and Gilbert Pete, OUSD held the 2nd annual OUSD Career Expo at the Marriott that included over 500 11th grade students from every OUSD High School.

Initial Reports:

- Students felt honored to be there, invited into the larger adult world.

- Some Principals questioned the pedagogical value of the event.
- A sense of students needing to “perform” in their interactions with adults was missing. What were the goals for students?
- Sponsors were cultivated to share the cost of this event – a key to ensuring its longevity!

Learnings:

- Additional tools to measure the impact of these kinds of exposure events are needed
- We need to provide a sense of goals for students that promote their active engagement and putting their best selves forward:
 - o Being “scored” in mock interviews – earning access to a certain tier of summer internships?
 - o Returning with complete notes on multiple conversations that are then used in follow-up assignments
- All of this requires identifying dates and guests earlier on

3. Skilled Trades Exposure:

Under the leadership of Emiliano Sanchez, 749 students from OUSD schools (plus one charter) participated in the following events:

- Women Can Build Skilled Trades Fair
- OUSD/Oakland Manufacturing and Skills Trades Day
- OUSD Skilled Trades Pre-Apprenticeship Career Fair at Cypress Mandela Training Center
- BAYWORKS Skilled Trades/Advanced Manufacturing Career Event at Laney College
- OUSD Skilled Trades/Advanced Manufacturing Career Fair at Laney College
- OUSD/Alameda College Career Day at the Aviation and Maintenance Technology.

In addition, Swinerton Builders adopted Oakland High for two years and created the Gold Cats Construction Club. Over 30 students participated in the program over the 2 year period.

OUSD also collaborated with UCSF Benioff Children's Hospital Oakland to create and pilot the Future Designers and Builders Program. During the summer of 2016, 8 students received an in depth exposure to the plethora of lucrative career options in construction. And 10 students participated in semester program in 2017 exposing the to the designing, planning and budgeting process of construction.

The CTE careers in the field of construction skilled trades and advanced manufacturing are just now being lifted. The skilled trades are applied science and OUSD is working with our pathways to offer opportunities for our youth in the Engineering and STEAM based pathways. Our goal is to continue to lift up these careers, the CTE programs at Laney and Alameda Colleges, and the skilled Trades Apprenticeship programs in the Buildings and Trades.

4. Guest Speakers: Through the addition of WBLLs on campuses, the capacity to solicit and properly host guest speakers from curriculum-linked industries dramatically increased. Complete data on guest speaker growth will be available by end of summer 2017.

Conclusion:

WBL is an opportunity for our students to be exposed to careers where they can see and apply the academic instruction they are receiving in their classrooms, and for students less engaged academically to be immersed in meaningful work that opens up their imaginations to future paths, and encourages them to think clearly, and in an informed way about their life choices.

However, it's outcomes are often hard to measure in the short term. Longitudinal studies of post-secondary employment, earnings and college/credentialing program completion will likely be significantly impacted by WBL experiences in high school. However, the short-term assessments used to evaluate K-12 schools, including the current School Performance Framework, will likely continue to put pressure on schools to focus their resources away from Work-Based Learning. This creates a challenge for the Measure N project and an opportunity for the Measure N Commission to insist upon the value of longitudinal study, as well as data tracking the effectiveness of work based learning.

For now, we can be pleased with the fact that every school except one who created a position dedicated to Work Based Learning in 16-17 has decided to maintain the position for 17-18. This is a testament to the excellent work of the individuals in those positions, as well as the careful balancing of the Linked Learning Office staff who guided these WBL Liaisons to develop their craft in a coordinated way, but also in a way that they were seen not as “agents” of the central office but rather, essential members of the school’s team. The dynamic of a city-wide initiative in which funding is distributed largely to schools to allocate presents a unique and positive challenge to central office staff. It ensures that “we” can’t have a vision that is separate from the vision of those held at schools - or if we do, that it will not come into being. As we head into year two, there are signs that this shared vision is growing in strength.

- **Pathway Coaching**

In June of 2016 the Coaches went on a two day retreat to reflect back on their work for the 2015-2016 year, and produced a reflection document based on analysis of work completed and a self-assessment based on categories and questions from an Empowerment Evaluation article about the principles of that practice.⁴ This year, the Coaches have not had the time to engage in such a reflection, though the hope is that during the 2017 summer, there will be time collectively to do so. In place of that, we cite the guiding document for the Coaches’ work this year:

Linked Learning Pathway Coaching Mission

OUSD Pathway Coaches support the transformation of Oakland high schools through building the will, skill, knowledge, and capacity of pathway teams and site leadership to create high quality, equitable pathways, such that all Oakland students graduate from high school as effective agents capable of learning and leading their own lives successfully. Guided by our Coaching Approach, Theory of Action, and Equity Stance, we blend transactional and

⁴ Empowerment evaluation: Principles and action. Wandersman, Abraham; Keener, Dana C.; Snell-Johns, Jessica; Miller, Robin Lin; Flaspohler, Paul; Livet-Dye, Melanie; Mendez, Julia; Behrens, Thomas; Bolson, Barbara; Robinson, LaVome; in, Jason, Leonard A. (Ed); Keys, Christopher B. (Ed); Suarez-Balcazar, Yolanda (Ed); Taylor, Renée R. (Ed); Davis, Margaret I. (Ed). (2004). Participatory community research: Theories and methods in action., (pp. 139-156). Washington, DC, US: American Psychological Association, xviii.

transformational coaching to facilitate inclusive, engaging, and reflective learning and teaching that promote greater community health and wholeness.

Linked Learning Pathway Coaching Theory of Action

If Pathway Coaches **develop the capacity and leadership of pathway and site teams** through facilitating processes of inquiry for design and action, then school communities will use their assets to build pathways that are equitable systems for transformation, and this will result in healthy and engaging environments for teaching and learning, ultimately graduating students who are prepared for college, career and community.

Linked Learning Pathway Coaching Equity Stance

Pathway Coaches seek to **challenge** and **interrupt** policies, practices and structures, both formal and informal, that contribute to **predictable and inequitable** outcomes for students based on race, class, gender, and other forms of inequity. Coaches support pathway teachers and leaders to critically analyze systems of oppression, and promote action in solidarity with others to transform students' lives and communities. Two priority areas for action in 2016-2017:

1. Alignment and Coherence

Equity Theory of Action: If Pathway Coaches initiate and support the growth of structures and processes to **streamline communication, align initiatives, and bring different parties to the table**, then site leaders and teams will be able to efficiently and effectively problem-solve misalignment and build system coherence, and this will result in greater focus and time to devote to improving the quality of the instructional core.

2. Teaching and Instructional Support

Equity Theory of Action: If Pathway Coaches initiate and support the growth of structures and processes to improve **teacher teaming** and **capacity for collaboration**, then the health and wholeness of professional communities will grow to support novice and veteran teachers alike into sustainable higher levels of practice, and this will result in engaging, joyful and rigorous learning environments for students.

Linked Learning Pathway Coaching Priorities 2016 - 2017

Instructional Core

Coaches build pathway team capacity to:

- Develop culturally relevant, rigorous, engaging academics through the community of practice instructional design and revision cycle
- Drive interdisciplinary collaboration; connect CTE and core academics
- Integrate work-based learning experiences
- Design performance-based assessments
- Design and manage student intervention
- Provide differentiation for students, especially Special Education and English Learners

Collaborative Capacity

Coaches build pathway team capacity to:

- Develop and continuously improve pathway communities of practice
- Implement common practices, policies and structures
- Use collaboration time effectively
- Engage in data-driven inquiry

- Engage in peer observation and critical friends support

Pathway Capacity

Coaches build school and pathway capacity to:

- Develop pathway leadership
- Develop distributed leadership
- Engage in cycles of inquiry, continuous reflection and improvement through Action Research / Critical Praxis and Design cycles
- Design pathways centered on the 7 Essential Elements of Linked Learning & the OUSD Pathway Definition

Systemic Solutions

Coaches build site leadership capacity to:

- Develop infrastructure for pathway equity, quality, development and expansion
- Drive system alignment and coherence
- Develop the community of practice of leadership teams such as ILT
- Promote school-wide structures (e.g., master schedule, collaborative and equitable recruitment strategies) that support quality Pathways
- Align systems of performance based assessments; Graduate Capstone
- Promote community, parent, and student engagement in design and implementation work

There may be considerable diversity of opinion among the coaches about Coaching in OUSD Linked Learning Pathway development, though we have not had a chance to have a conversation or achieve any consensus about that thus far this year. What is known from research and experience is that coaching that is a core strategy for supporting the implementation of systemic initiatives is much more demanding and stressful than any other kind of coaching (e.g., instructional coaching, leadership coaching, personal coaching, career coaching). This is especially true when the coaching holds a “proxy vision” with an equity imperative attached to it, which will be constantly challenged in the ways identified above in the Executive Summary. There then is often created a tension between the centrally held purpose and identity of the coach (“we are OUSD Linked Learning Coaches supporting a district initiative using a defined coaching approach with a shared set of strategies and tools”) and the contextual demands and relationships of the sites where they coach (“I build relational trust by being willing to be seen as useful to those at my site”). We compounded that tension this year with a funding formula that increasingly over several years requires sites to budget for the coach salary, and leaves the question of supervision of coaches and the organization that they are considered to be employees of in question. Having a Coach Coordinator is in part a structural decision to provide a non-positional level of leadership to “hold the space for” those central tenets of the coaching theory of action, and support the shared focus, community, and practices necessary for effective work to achieve the initiative’s purposes. Various factors contributed to the erosion of that leadership and the centrally held identity of the coaches this year. In addition, the concept of shared, mutual accountability among the coaches for high quality practice and the knowledge and skills supporting it was eroded by shifting authority for decisions about participation in the coach community of practice away from the coaches themselves and onto leadership in the HSLLO and site leaders. What we know about coaching in systemic initiatives warns repeatedly about these subtle, incremental shifts away from identity, purpose, and focused work, and the dissipation of that focus and effort over time.

IX. Quantitative Data Sets and Analysis

In this section of the report we present quantitative data on the main indicators that the Measure N Commission wishes to examine and present to the Oakland Community. Those include the following Outcome Measures:

- A. Decrease the high school dropout rate
- B. Increase the high school graduation rate
- C. Increase high school students' readiness to succeed in college and career (per OUSD Graduate Profile; per A-G completion rate & GPA)
- D. Increase middle school students' successful transition to high school (per OUSD Indicators of High School Readiness)
- E. Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner status, special needs and residency (disaggregated data by LCAP Special Populations per OUSD student achievement measures, e.g., SBAC, SRI, etc; demographic data disaggregated by school and pathway, LCAP Special Populations)

In addition, the Commission is interested in several Interim Indicators that can serve as shorter term measures of pathway progress toward the longer term Outcomes listed above. The Indicators we are tracking are:

- A. Increase College Acceptance & Persistence
- B. Increase Career- Relevant Certificates
- C. Increase Pathway Persistence (trends over time)
- D. Increase A-G Completion Rate
- E. Increase A-G On Track
- F. Decrease Disciplinary Actions
- G. Increase Attendance

Several of these measures will not have 2016-2017 data available prior to the date this report must be delivered; however, an updated version could be produced in the fall once final 2016-2017 data are available. In addition, there are several measures where we are in the early stages of gathering data and so those will not be available until next year's report (e.g, Increase College Acceptance & Persistence, Increase Career- Relevant Certificates). Finally, there is as yet not significant Linked Learning Pathway development work at the middle school level for this report to measure a significant impact on "Increase middle school students' successful transition to high school (per OUSD Indicators of High School Readiness)," though we do have data on that readiness, as well as data on 9th grade GPA and On Track to Graduate, which Pathways use in their planning.

Pathways and school sites use many of these data in their annual analysis of their Pathway Development and Continuous Improvement. This past year, a number of these indicators were used during the reflection and analysis that Pathway Coaches supported pathway teams and school leadership teams to complete as part of the annual SPSA process. Thus, these quantitative data served to underpin the pathway analysis that was described in presentations that pathways and school sites made to the Commission in May, and that form the basis of the work captured in this year's SPSA documents and presentation slide decks.

Overall the data about pathway development are really strong across all the indicators we are tracking with data dashboards from RAD (with kudos to Kevin Schmidke and the data team). We decided that presenting data graphics across all the above outcomes and indicators, disaggregated by pathway and school site, and additionally disaggregated by LCAP and Ethnicity, would result in a massive and overwhelming addition to this report. For that reason, we will present some noteworthy examples here, and then link the report to the Pathway Performance Dashboard at OUSDDATA.ORG for deeper analysis. The Pathway Performance Dashboard offers interactive data charts for Enrollment, Retention, Attendance, Suspensions, GPA, Course Grades, AP Enrollment, SRI scores, A-G Completion Rate (UC/CSU Requirement C or Better), and Graduation Rate, and can be disaggregated by Pathway, and within and across Pathways by gender, ethnicity, LCAP populations, etc.

Of particular note are these data:

1. Pathway Enrollment increases toward the 2020 goal
2. Attendance
3. Increase the high school graduation rate (12th Grade Graduation rate; not cohort graduation rate)
4. Increase high school students' readiness to succeed in college and career (per A-G completion rate & GPA)
5. Additional Data will be available in a more interactive format through access to the OUSD Data Dashboards for: Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner status, special needs and residency (compare pathway demographics to district demographics?)

Pathway Enrollment

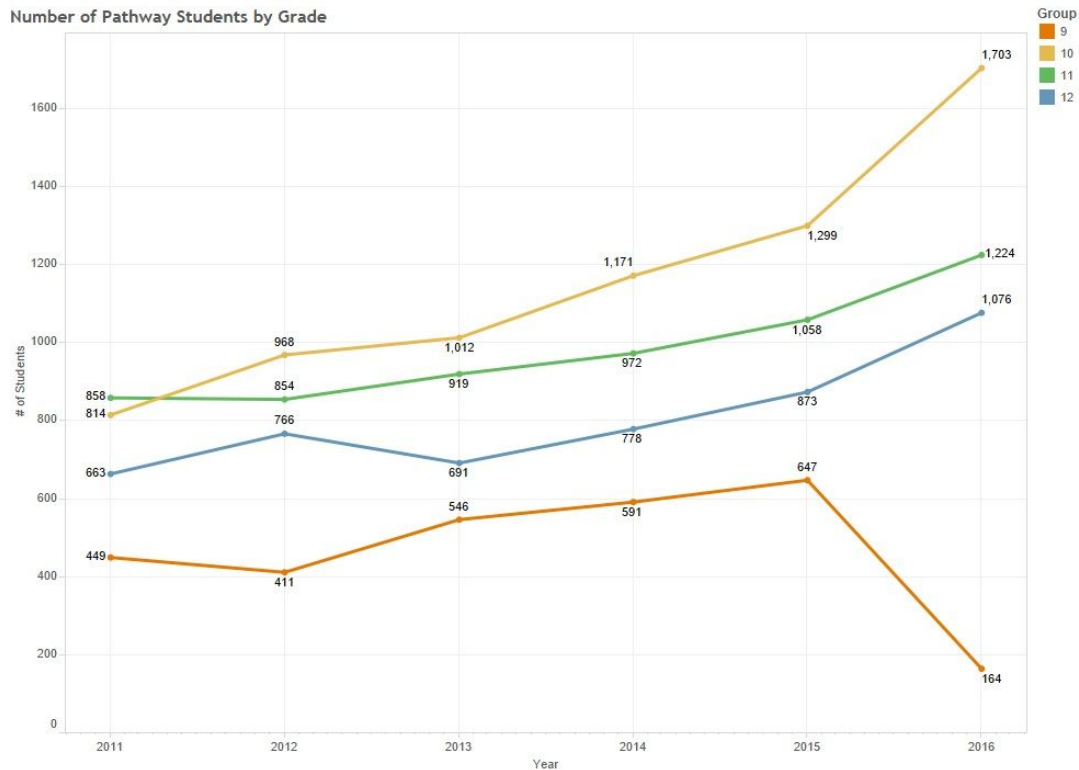
Select School
All

Select Pathway
Multiple values

View by Group
Grade

Select Group
All

Number of Pathway Students by Grade



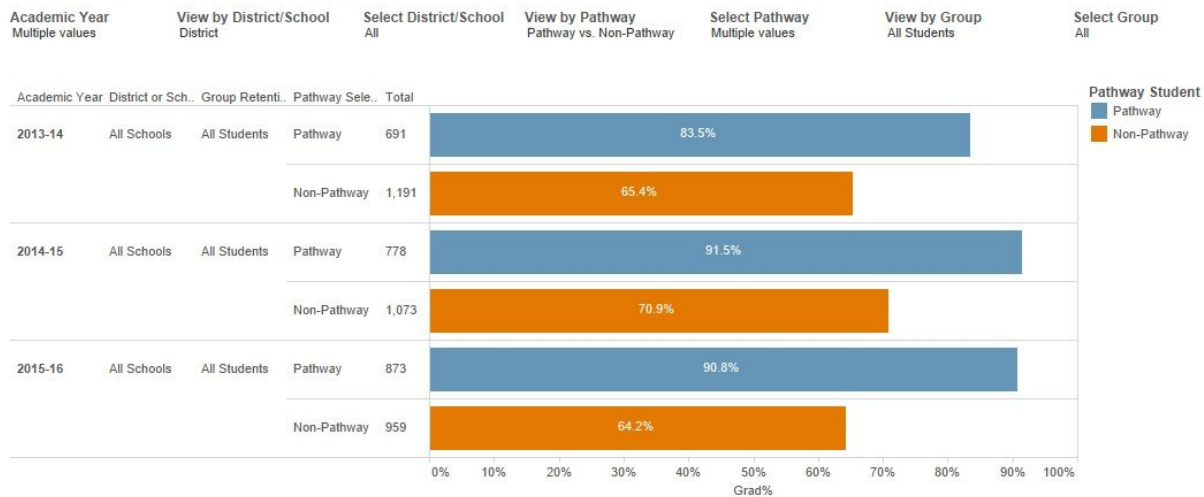
Pathway enrollment has dramatically increased for the target 10th grade population, putting us on target for 100% of 10th graders in pathways by 2020. That assures 100% of all high school students in pathways two years later. The apparent decline in 9th graders in pathways is due to increased accuracy of tagging students, since most 9th graders are in “houses,” and “families” that may align with pathways, rather than formally in pathways, though they were often tagged that way before this correction for accuracy.

Average Attendance



Pathway attendance remains higher than non-pathway attendance over a four year period. This would suggest that pathways offer a more compelling and engaging experience for our young scholars. This is a statistic worth continuing to monitor both as we work to increase pathway quality and as we continue to scale pathways across all our high schools.

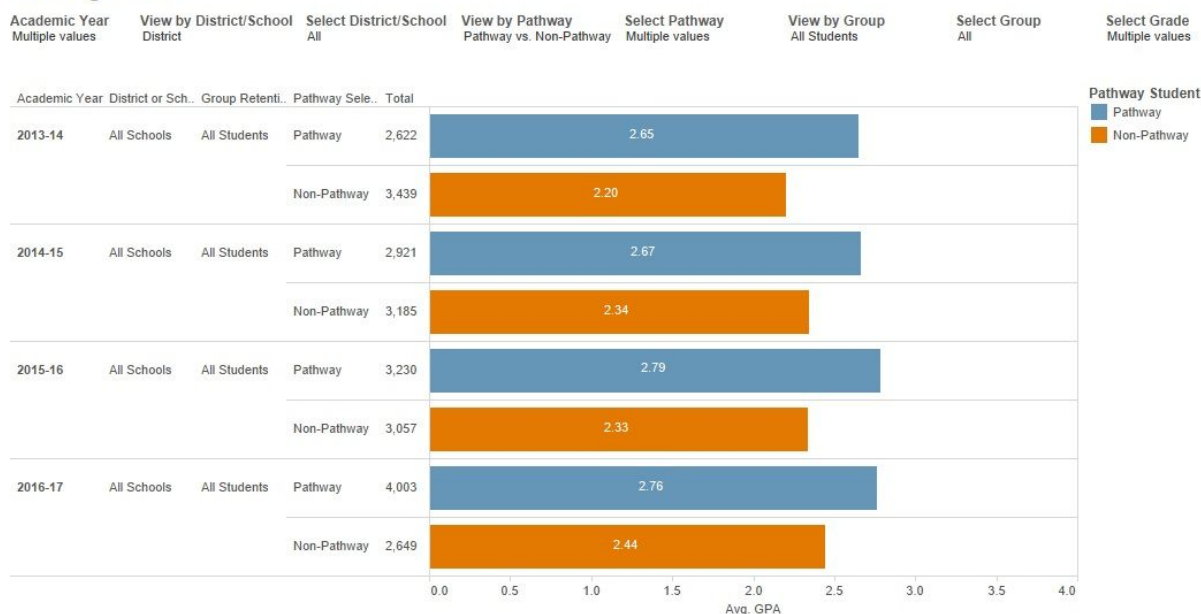
12th Grade Graduation Rate



Pathway graduation rate also continues to out-perform non-pathway graduation rate. An early potential “confounding variable,” in assessing pathway performance, when the percentage of students in pathways was lower, was the thinking that pathways might be performing better only because students chose to be in them (and “lower performing” students did not choose). A prediction of this thinking would be that as we increased the numbers and percentage of students in pathways, performance would then lag or drop. That does not seem to be the case as we have scaled; hence, strong performance indicators now would suggest that it is the

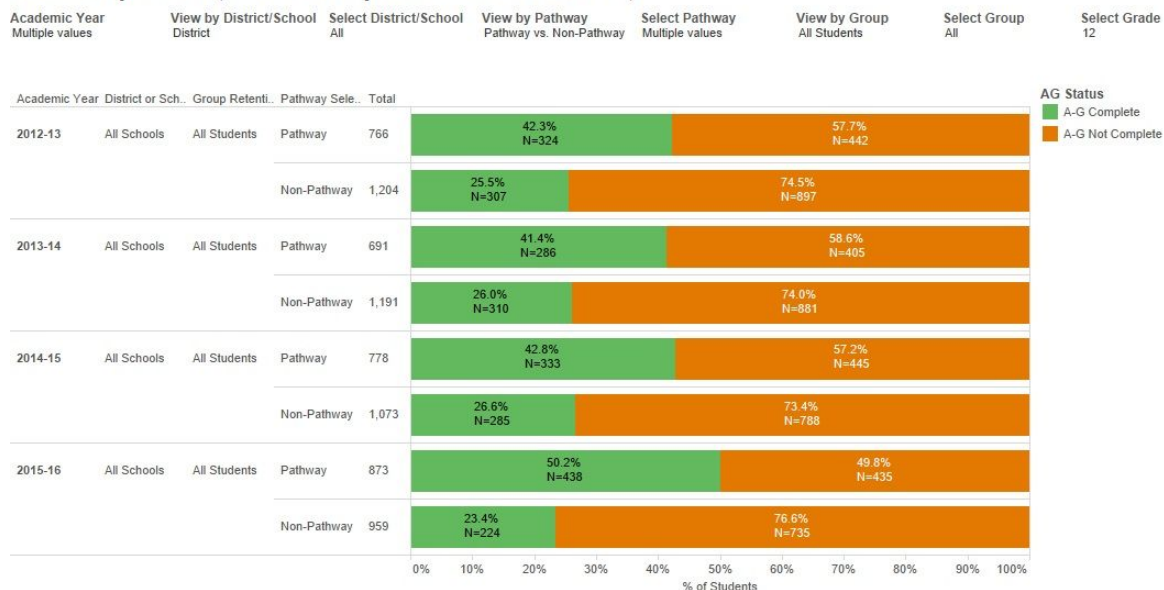
pathway experience, and not the choice to be in a pathway, that is the main factor in increased performance. Again, this is a statistic to continue watching.

Average GPA



Average GPA is higher for students in pathways than for those not in pathways. We do want to see GPA increase as we improve pathway quality, so we will want to continue to monitor this as well.

A-G Completion (UC/CSU Requirement C or Better)



A-G completion rate (not including 2016-2017 because end of year data are not available yet) shows a slightly increasing rate for pathways over several years, and a higher rate for pathway students than for non-pathway students. A-G completion rate appears low because it represents an accumulation of completion of courses across the A-G categories, not an average. The

actual completion rates for any one category of course (e.g., Math, which is the lowest) is higher.

All of these data may be disaggregated by school site, by pathway, by any special population, by gender, by grade level, by ELL or Special Education status, and by ethnicity by accessing the interactive dashboards on OUSDDATA.ORG. Go to www.ousddata.org, click on Community Members, click on Dashboards, and select Pathway Performance under the Post Secondary Readiness section.

X. Recommendations for Policy and Practice

“If you want to truly understand [a system], try to change it [and watch what happens].”

- Kurt Lewin (often credited as being the father of action research)

We discovered the deep structures that are described in the [Executive Summary](#) of this report by trying to change the system of OUSD to support district wide implementation of Measure N Linked Learning Pathways and paying attention to what happened. Every system operates to push back against change, usually by operating at a higher level of action and energy than what is normal, and in so doing reveals itself, as Lewin discovered. Bureaucratic systems are no different; they are just designed to push back harder and be more resilient over time. That was a deliberate design feature when people designing Enlightenment-era organizations and political bodies wanted to protect against the capricious decision-making of priests and kings, and ensure governmental stability (perceived as rational order). But it does not serve us now, nor does it often actually assure rational order.

The deliberate lack of connection of parts of the system to itself (see Wheatley on how to heal a system by connecting it to more of itself), the constricted information flows, the fragmentation of decision-making, and the misalignment of initiatives create a system that is stable, but it is also one that is inhumane, ineffective, and inequitable, and one that is almost certainly immune to change. Much of the work of pathway development is aimed, in the microcosm, fractal sense, at creating humane, healthy, effective, and equitable subsystems (pathway communities of practice of teachers, small learning communities of young people), and interconnecting them in networks designed to create emergent new, innovative, healthy communities and practices across the district. Our aim has been to invest in this long term capacity for ongoing reflection, learning, growth, and improvement of all stakeholders. How then might we achieve that aim?

Jal Mehta, in a broad historical and research-based analysis of change in education, *From Bureaucracy to Profession: Remaking the Educational Sector for the Twenty-First Century*,⁵ frames it this way: *In this essay, [I] examine the challenges faced by American schooling and the reasons for persistent failure of American school reforms to achieve successful educational outcomes at scale. [I] conclude that many of the problems faced by American schools are artifacts of the bureaucratic form in which the education sector as a whole was cast: “We are trying to solve a problem that requires professional skill and expertise by using bureaucratic levers of requirements and regulations.” Building on research from a variety of fields and disciplines, [I] advance a “sectoral” perspective on education reform, exploring how this shift in thinking could help education stakeholders produce quality practice across the nation.*

⁵ *Harvard Educational Review* Vol. 83 No. 3 Fall 2013.

So then the question must be asked, what changes in district policy and practice can we make that do not just replicate traditional “bureaucratic levers” in an attempt to support, paradoxically and almost assuredly ineffectively, the development of professional skill, knowledge, and community in service to creating humane, healthy, effective, and equitable systems?

Let’s return to the deep structures we discovered in our experience attempting to change OUSD, and in our reflection on that experience (as action research), and then described in the Executive Summary, and explore implications for each. They are **systems, conditions, the deep practice of instructional core change, and equity.**

Systems:

In a set of recommendations for the change of systems supporting a community based organization in Lawrence, Mass, Lawrence Community Works (LCW), the then director, Bill Traynor, wrote (2008):

“At every iteration we are reinventing. There are three considerations to be able to grow with the network:

1. Build systems along the way to allow us to do routine things in a routine way (orientation, website, databases, [fiscal, purchasing, logistics, reporting, contracts]);
2. Transfer as much to leaders and members as we can... Recycle learning so we don't always have to go to staff;
3. Ability and willingness to discard anything quickly so we can do something else.”

LCW’s ability to be responsive to its community’s needs is based on several principles of effective networked innovation systems: open architecture, increased connectivity, an ever-growing network, broad membership, facilitative leadership, members as leaders, a focus on learning, emergent and contingent structures focused on specific innovative projects, multiple pathways for information flow, and clarity of purpose and identity.

But note that **the first recommendation is to “build systems... that allow us to do routine things in a routine way.”** Many of the systems challenges we faced this year were due to there not being any systems in place to do “routine things in a routine way.” So, innovative and networked systems work for change, but routine systems are needed for routine tasks. And all systems need to be better connected to each other with greater information flow and task ownership in order to be healthy.

Conditions:

Let’s start with the last of the observations in the Executive Summary about conditions: our success will be in large part determined by the extent to which the district *as a whole* is willing to build a strategic, symmetrical, and coherent system supporting wall-to-wall Linked Learning Pathways. Despite the many tools and consultants we have used, the capacity for strategic action is not well developed in this school district. That, along with thinking organizationally and not just about “instructional activities” (a cultural heritage of the traditional practice of teaching that spills over into school district leadership; a deeply held unexamined assumption applied as a “metaphor” for action) or programmatically, inhibits strategy, symmetry (in Elmore’s sense, described in the coherence section of this report), and coherence. The district needs to think about itself as an organization, with a purpose, and a strategy, how its organizational parts are

differentiated and integrated toward achieving that purpose through that strategy, and how all the human beings working in it are interconnected and have (are able to develop together) a sense of shared purpose, identity, meaning, and value in doing their work. Senior leadership and the Board must articulate a broad vision and commitment to this as essential OUSD work.

One of the strengths we have noted, where conditions support it structurally, is a culture of collaboration at sites, especially among existing and forming pathway teacher communities of practice. Research asserts the power of focusing coaching support on the continued development of these communities of practice over time. The resilience of these collaboration settings comes from the experience of working to support the collaborative capacity of teachers to improve the instructional core, and the positive feedback from students that results. We must protect these collaboration communities from the incursions of bureaucracy, and too, we must recognize the ways in which we have created resilient but neither sustainable nor thriving communities. In addition, we must be unapologetic about insisting that the structural conditions and resources needed to move toward thriving exist as our highest priority.

This leads to resource allocation, which is about supporting the most innovative communities with appropriate resources, and emergent communities with support and networking connections to move toward being more innovative, but is also about making sure that we have a clear equity agenda and lens of potential for systemic oppression on every decision that affects resource allocation. An appropriate counter-example is the recent decision to place resources for the development of trades skills facilities at Oakland and Skyline High Schools rather than McClymonds or Fremont or Castlemont; another is the decision to create an International Baccalaureate program at Skyline. If we are not thinking about the whole system when we make resource allocation decisions, we are inadvertently reinforcing inequities, and subverting the purpose of Measure N.

We have already explored the structural priorities and conditions that support pathway development, but let's just reinforce the message: neither leadership ambivalence, nor lack of technical capacity, nor unclear priorities, nor the lack of a focus on developing human engagement in the facilitation of shared understanding and commitment should be left to happenstance as we move toward structures that will support high quality pathway experiences. This is a complex, adaptive change process, not a technical problem-solving exercise.

One of the greatest challenges of this transformation process is the development of leadership capacity and systems, at the school sites and at the district level. Professional learning, coaching, support, supervision, and accountability are essential aspects of a systemic approach to the leadership we need for a district wide initiative focused on pathway development. The recommendations in the the cross-site analysis of patterns and themes are comprehensive:

- Leadership Coaching on how to lead pathway development at their sites (positional leadership, symbolic leadership, moral leadership, transformational leadership, understanding of pathways and pathway development);
- Support to make the appropriate operational decisions to support pathway development at their sites;
- To be held Accountable (support & pressure & having their backs) for their leadership decisions supporting pathway development;
- Support for learning to Manage Administrative Teams to support pathway development at their sites.

Creating a culture of collaboration at the district level is even more challenging than creating such a culture at school sites. It is not that [most] people don't value collaboration; it is more that the balkanization of different departments creates a dynamic where each department has its own freight train of imperatives rolling forward with momentum and speed, and braking to align with another department is almost impossible. Within departments, sometimes equal "fractalized" fragmentation seems to occur, and often decisions seem to be made without recourse to any shared strategy or collective meaning for the coordination and coherence of the work. It seems as if people feel forced back into the smallest sphere of control or even just influence, in the absence of procedures for and a culture of collaboration. A value on speed and immediate capability to react, as opposed to depth of understanding and coordinated action, seems to prevail. What would it take to move toward systems that operated on the maxim of the Army Field Operations Manual, "Slow is smooth, and smooth is fast," rather than our recent Superintendent's version, "We must go fast to go faster?"

Finally, and reflective of the notion just addressed above, of the need to act fast always, is a deeper condition than all of these, in the value placed on action without reflection. We cannot learn if we just act and do not reflect, and we cannot improve if we do not learn. The whole premise of having an action research initiative supporting Measure N Linked Learning Pathway development is to create ongoing systems of reflection, learning, growth, and improvement, *built into how we normally operate*. Pathway teams are beginning to develop such a culture. What will it take to spread that approach and set of assumptions to the district offices?

Deep Practice of Instructional Core Change:

In the Executive Summary, we stated that the most robust transformative deep practice that happened this year was in pathway teams themselves, supported by pathway coaches, T&L content specialists, and other direct TA providers related to content and process (WBLL's, Dual Enrollment, Computer Science). That process is necessarily slow, and should be planful, reflective, and deliberate. We also noted that the practice that most impeded deep practice focused on the instructional core was related to compliance and procedures that are considered necessary work to maintain bureaucratic systems, but detract from and wear down those attempting to do the deep practice change. Many of these were last minute, fragmented, sometimes conflicting, compliance demands, or seemingly endlessly repetitive or redundant requests for paperwork.

School district bureaucracies have proven (by design) almost impervious to shifting these kinds of practice, from procedural and programmatic practice that preserves the status quo, often just by distracting us from the focus needed, to deep collective learning. OUSD is no exception. Elmore, as we have discussed in the Coherence section, asserts the need for system symmetry, where all levels of the system fractally replicate the conditions for complex interactions and learning in the instructional core. Again, the question arises, based on Mehta's assertion, what changes in district policy and practice can we make that do not just replicate traditional "bureaucratic levers?" What might be the "deep practice" of the rest of the system? Alternately, how might the rest of the system support and get out of the way of the work that is being done to support that deep practice of teacher teams and in classrooms?

These questions might imply changes in policy and practice, but do not prescribe. We suggest they are worthy of consideration by teams and offices at the district level. One clue might be that at the most successful of our schools, a culture of adult professionalism and respect, of a

commitment to shared learning, and of the simple acts of positive, human interaction prevails, and it is consciously created and maintained, in even the tiniest of rituals.

Equity:

The deepest and most pervasive challenge to the transformation we wish to make is the question of how the district wants to address the structural, systemic, historical, and privilege-driven inequities that ostensibly Measure N, through supporting pathway development, hopes to undo. Having an “equity pledge” for the district is insufficient for, possibly even a distraction from, tackling the real situation.

The compounding and interweaving, complex causality of factors identified in the Executive Summary describes a system that no one pathway, school, or even district office can address. All of these dynamics contribute to increasing inequities in the overall system, that pathways alone cannot solve. Who leads when it is dynamics analyzed as a whole, rather than just the actions of one person or choices in one place, that result in reinforcing inequity? The systems-thinking scholar, Nora Bateson, daughter of the “father” of cybernetics and systems theory, Gregory Bateson, recently wrote about a new approach to this understanding:⁶

“Beyond the conventional problem solving techniques of reducing and resolving, problem solving in complexity further requires an understanding of the interdependencies that are generating the issues. We must address these even in addition to our ever more acute and urgent responses to rising situations. Like the heads of the mythological Hydra our crises are many now. But in our silo-ed world the crises that we perceive and address are also silo-ed, as is the habit of finding silo-ed solutions. Much like chopping off the Hydra’s heads, the resulting solutions that do not address the complexity seem only to generate more consequences.

“The most serious problems facing us now are not in any particular institution, but rather in the relationship between them. If change is made it is a consequence of a shift not only in the problematized part, but in the combined conditions in which the system exists, be it a person, organization, forest, or society. Like an ecosystem the interdependencies of the institutional systems are interlinked and steeped together in patterns that make it difficult to create whole systems change. To address our socio-economic and ecological crisis now requires a level of contextual comprehension, wiggly though it may be to grok the inconsistencies and paradoxes of interrelational process. Far from solving these dilemmas or resolving the conflicting patterns, Warm Data utilizes these characteristics as its most important resources of inquiry.”

Players in this new form of data analysis must participate in a process of “bringing the system together with more of itself to heal itself” (Wheatley). Thus, the Superintendent, senior leadership across the district, the School Board, the Student Placement Office, the High School Linked Learning Office, the Options Office, principals, teachers, parents, students, community based organizations, RAD, Human Relations, Teaching and Learning... all must convene to face the tensions and pain points between intention and reality, and be held with high skill (not as was the case recently in a Board meeting hastily called to address the equity question) in

⁶ Bateson, Nora, Warm Data: Contextual Research and New forms of Information, Hacker Noon, May 28, 2017. <https://hackernoon.com/warm-data-9f0fcd2a828c>

that uncomfortable place until we figure out collectively who we are, what we value, what we want, and what we are willing to do about it. That would be a powerful leadership move.

XI. Next Steps for PARE and for Measure N

Beyond the compiling of the data and analysis, and the writing of this report, and beyond a presentation of it to the Measure N Commission, there is first a need for the Commission to engage with its contents more deeply than can be done with a slide presentation at a Commission Meeting. Some kind of guided dialogue is needed.

A next step to make the process more participatory would be to host community engagement meetings at a variety of sites where community members could engage with key findings and grapple with the challenges presented. The PARE Team would organize these in collaboration with community engagement folks and community based organizations, as part of the ongoing design/implementation/evaluation process at sites.

Responses, emerging questions and concerns, and the community's ideas for how to move forward could be generated from those engagement meetings that might drive a larger convening as described at the end of the previous section of this report. The results of that might help create a new consensus about how to move forward, and some coherence around action.

Meanwhile, pathways and school sites will continue on their development course, learning, growing, improving their work, teaching students, experiencing the realities of this work every day. We might pause for a moment to thank them for their own reflection and their own practice.

Next year, all the activity that could be a more explicit part of a participatory action research evaluation might be built into the daily work of all pathways, school sites, district offices, board meetings, student action research and civic engagement projects, and community engagement spaces. A PARE Team could hold all that in a similar fashion to this year, but with more district wide awareness of what we are trying to do with this project. The design, the infrastructure, and the processes are there; they just need to be led, owned, and expanded.⁷

XII. Appendices, Including Methods

- A. [Logic Model](#)
- B. [Methods](#)
- C. [Coherence Model](#)
- D. [Quantitative Data Sets](#) (short list)
- E. [Youth ACC Student Action Research report](#)⁸
- F. [Tech Equity Team report](#) (web address:
<https://sites.google.com/view/otequity/home?authuser=0>)

⁷ A technical problem to be solved by the Commission is who will own the PARE next year, what the budget will be, who will control that budget, and who will lead the work.

⁸ The PARE Team met with the ACC student leadership and adult support team several times to begin to coordinate our different action research projects this year. There is considerable overlap, and we hope there will be more next year. We just received the Summary ACC student action research report and are very pleased to be able to include it here.

- G. [Data Sort for Cross Site Analysis of Patterns and Themes](#) from the Site Analysis Narratives and SPSA, 2017
- H. Example of a Specific Pathway Narrative Reflection

Public Health Academy crafted a particularly noteworthy reflection narrative that we would like to share:

Our implementation successes can be divided into three areas: growth and achievement in college and career readiness, development of the pathway infrastructure and staff, and social and emotional learning and support for our students.

PHA's growth and achievement in college and career readiness in 2016-17 has included an increased focus on collaborative learning within classes, and thematic (and at times, integrated) curriculum. We have augmented classroom libraries with more high-interest and relevant texts. The commitment to using technology in our classrooms has helped students develop college and career skills. Our commitment to technology has included classroom furniture that supports collaborative work -- desks and chairs that easily move to create small workgroup seating so students can move into and out of pairs and triads with minimal transition. One side-effect of the furniture changes in three of our classrooms has been a contribution to the social and emotional well-being of our students. Now, regardless of student size, shape, or other physical needs, there is a comfortable place for everyone in these classrooms. One of our teachers described the furniture -- similar to what is used on many college campuses -- as, "the best classroom technology I've seen yet". It's clear that these environmental changes have supported increased collaborative work in the 90-minute classes of our new block schedule.

In preparation for the block schedule many lessons this year were recrafted to align with public health themes. Assignments have become richer and more engaging, often including outside learning opportunities like visits to local museum shows (The Black Panthers at OMCA), the theater ("Roe" at Berkeley Rep), Alameda County Department of Public Health, Highland Hospital, local colleges, and other cultural and community events, including a workshop with Axis Dance Company, a professional group that incorporates disabled and non-disabled dancers. Students attended the SF Holocaust Center Day of Learning "Take a Stand" conference, and welcomed Palestinian youth artists in their classroom in conjunction with the Middle Eastern Children's Alliance. Classrooms across the pathway saw an influx of speakers and guest teachers, including Oakland Fire, EMS Corps, representatives of off-campus student health programs, guest speakers with significant disabilities, HIV, and others. The thing we're most proud of is that these events have not been one-off opportunities. Our students received curriculum, sometimes interdisciplinary, to prepare them for these experiences and expressed feeling competent and informed in unfamiliar environments and with unfamiliar people. The after-discussion for "Roe," with the cast and the theater's education director, was a special highlight for our seniors. Students were there from a wide variety of Bay Area high schools and the PHA students shone among them, with engaged, relevant questions. While this experience reflected well on our pathway, even more so it supported the social and emotional well-being of our students who saw themselves as equals among peers at more affluent schools (Sebastopol, Piedmont, Alameda). This continues to be reflected in their demeanor. As the PHA ages, these student "boosts" continue to be reflected in communication from our graduates. For example, one of our recent graduates, now at Holy Names University posted this on the PHA Facebook page: "Y'all don't know how good it felt when I'm the youngest student in my Bio15 class and

when the teacher showed a picture of Ms. Henrietta Lacks, I was the only student who knows who she is and her story. Thanks for keeping me 'woke'."

This year we continued to expand Work Based Learning and Internship opportunities for our students. In the past, our focus had been with the ECCO Summer Internship program, however, this year we were able to expand into school year internships with HEAL, La Clinica, Youth Bridge and Health Initiatives for Youth (HIFY). For each program, a representative came into the CTE classroom to explain the internship opportunity and application requirements to 10th and 11th grade students. Additionally, summer internship opportunities expanded this year with a new partnership with the Mentoring in Medical Science (MIMS) program, offering summer internships for the first time to our 10th grade students. HEAL and HCSA will again be hosting our juniors in summer internships. The pathway juniors participated in the District's Career Expo where they were able to explore summer internships, jobs with Oakland businesses and interview current health professionals at the Health Roundtable info sessions.

Collaboration between the pathway-assigned SpEd teacher and PHA teachers resulted in dramatically improved SRI scores. The senior seminar class not only gave our seniors a consistent environment in which to work on college applications, but also targeted lessons individualized to give students added support on their senior projects.

For the first time, we held an academic success party for our honor roll students that incorporated administration and student parents and families.

Development of the pathway infrastructure and staff has been both broad and deep this year. Teachers attended trainings and workshops ranging from writing workshops and reading conferences to training in trauma-informed yoga, and a science fellowship at UC-Berkeley. Several teachers participated in a Linked Learning public health-themed week-long summer externship. A day-long staff retreat helped pathway teachers develop a clearer vision of next steps (for example, a pathway policy about equity), spend time working on collaborative curriculum, and celebrate our successes.

Social and emotional learning and support for our students continues to be the backbone of PHA. We continued to use a screening tool to define the intervention needs of every single struggling or hurting pathway student. A stronger relationship with our casework and assistant principal has increased our capacity to supply support, contact parents, and make referrals to appropriate service providers, such as our Wellness Center. Each of our four core classes at grade level practices mindfulness at the beginning of each class. This has been a standing practice in the pathway, almost since the inception of PHA. The use of Restorative Justice practices, team building activities, and a focus on building life qualities like healthy communication and empathy have had very positive impacts. Several teachers have mentioned an increase in positive community/culture building in their classrooms this year. Mindfulness practice - increases focus and productivity in the classroom and contributes to a positive classroom culture (and this has lead to decrease in students referred to administration for behavior or other issues) --> overall, several teachers mentioned an increase in positive community and culture building in their classrooms.

In the fall we held an all-pathway ice cream social. Later this spring, we will welcome Challenge Day for an all pathway assembly, including our rising 10th graders. Grade level overnight

retreats included ropes course activities, a graduation program with Challenge Day, curriculum in gender with a guest from GroundSpark Productions, and curriculum about community violence for our juniors. Pathway staff spend a tremendous amount of time planning these events to include bonding time and relevant and often emotional curriculum that is best delivered in an isolated, safe environment.

[Overall, reflecting on the team's work,] there is a strong connection within our team. As our pathway is growing physically (we had three classes of 10th grade this year and will again next year) we will have to add at least one teacher and we realize it will need to be a really good fit to keep this connection and level of mutual support.

I think that everyone of us on the PHA team has learned that delivering a really rich pathway experience to students is a tremendous amount of work and often requires us to go beyond the boundaries of traditional teaching experiences. Also, *if we're not curious and learning, our students aren't curious and learning.*

We learned a lot this year about the specific needs our pathway students have when it comes to developing their senior project capstone papers. We were especially lucky to have the teacher coordinating the school's senior project program within our pathway. She has been working closely with the district as these projects are expanded in our high schools.