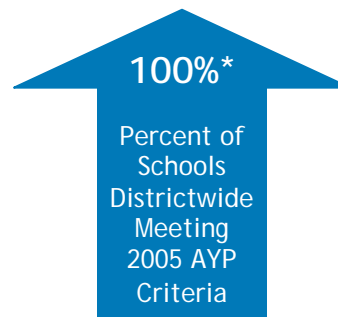


On the Right Track 4: Program Improvement Schools and Districts Making a Difference in Student Achievement

Oxnard Union High School District

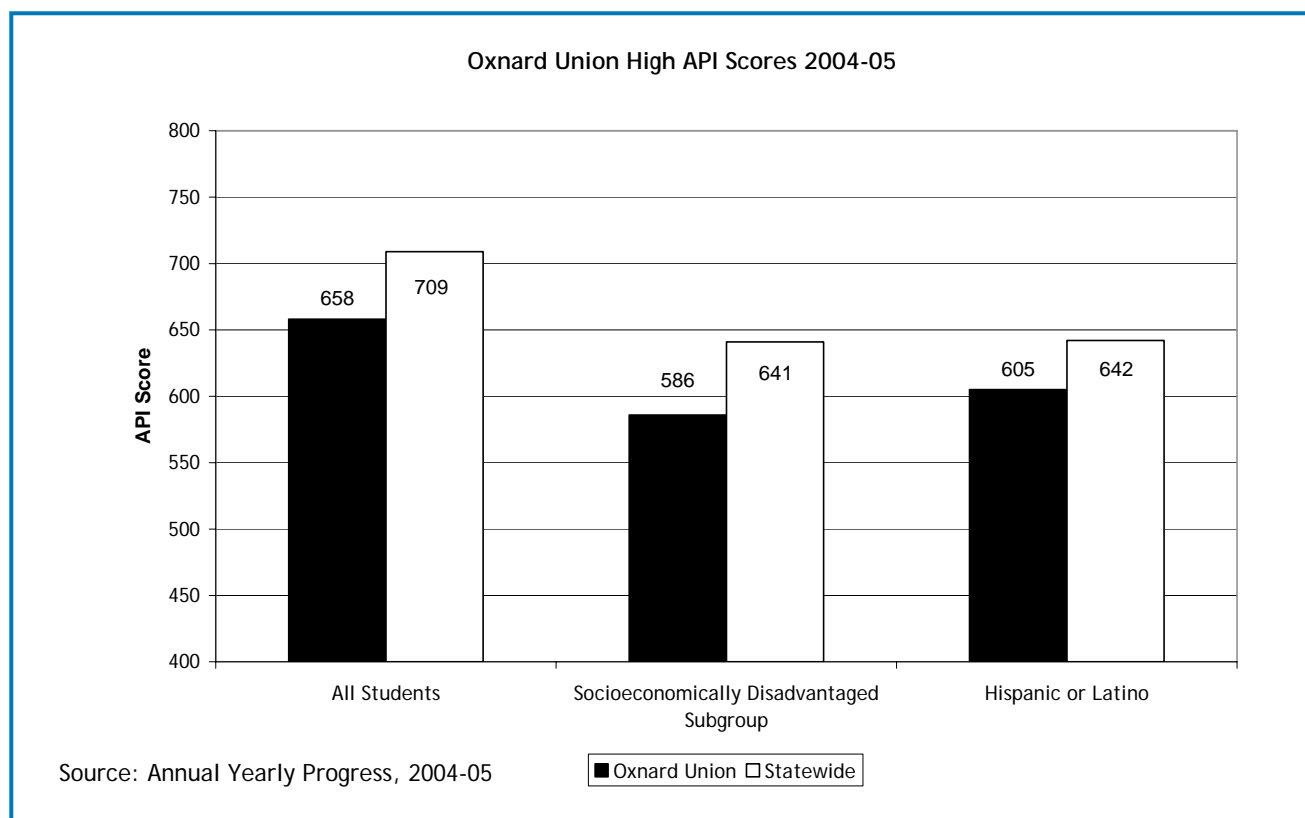
Number of students	16,032
Number of schools	9
High schools	6
Alternative schools	3
Number of Title I schools	8
Number of schools in PI	0
Location	Oxnard
County	Ventura



Source: California Basic Educational Data Systems (CBEDS) and Academic Performance Index, 2004-05

*62% of schools statewide met 2005 AYP criteria.

2004-05 API: Districtwide and Subgroup Scores



How Oxnard Identified Areas for Improvement

Key to District Role in Improvement:

“Our keys to success are: teaching bell-to-bell, retooling, bringing teachers in, teaching to the standards, and having grade-level expectations for all students.”

- **Conduct internal audits to identify areas in need of improvement.** Teams composed of Oxnard district and school personnel and county office partners surveyed teachers, parents, and students, and compiled student achievement, curriculum, instruction, and local assessment data at each of Oxnard’s four Program Improvement schools.
- **Share audit findings with each school to create buy-in for reform.** While 2004-05 was the first time Oxnard conducted internal audits, schools found that audit findings matched findings from earlier accreditation (WASC) visits, motivating staff to focus on improvement.
- **Develop a districtwide plan to address areas of need.** Oxnard looked across the audits to identify common needs across schools, which then became the focus of reforms. These included:
 - (1) teaching to grade level California standards;
 - (2) engaging students at higher levels of Bloom’s taxonomy;
 - (3) teaching “bell to bell” to protect instructional time; and
 - (4) reducing student schedule changes after the semester begins.

Students

Vision Statement:

The Oxnard Union High School District is committed to providing excellent customer service and providing appropriate modes of communication to the communities it serves.

	Oxnard	Statewide Average
Percent students eligible for free/reduced price meals	44%	49%
Percent students with parent education level at high school degree or greater	72%	79%
Percent minority students	79%	69%
Percent English learner (EL) students	23%	25%
Percent Spanish speaking EL students	96%	85%
Percent EL students with Beginning or Early Intermediate English fluency	13%	20%
Percent EL students with Intermediate English fluency	24%	33%
Percent EL students with Early Advanced or Advanced English fluency	63%	48%
Percent special education students	10%	11%
Percent students with Specific Learning Disability (SLD) or Speech or Language Impairment (SLI)	69%	74%
Percent students with non-Specific Learning Disability (SLD) or Speech or Language Impairment (SLI) disability	31%	26%

Source: California Basic Educational Data Systems (CBEDS), 2004-05

How Oxnard Focused on Instruction

- **Implement districtwide structures to support instructional improvement.**
Oxnard introduced multiple structures that helped focus on student placement and progress including:
 - Districtwide content area assessments;
 - Districtwide pacing calendars;
 - 9th and 10th grade reading tests to determine student placement; and
 - Assessment and data management software package (Edusoft).
- **Raise teacher awareness of student needs.**
Teachers are expected to teach to the standards and serve the needs of *all* students in their classroom, so Oxnard now begins each year by providing teachers a list of special program students (i.e. special education or English language learners) along with the class roster; teachers are kept updated about any changes in student status.
- **Concentrate on the quality of instruction during the regular school day.**
Because many of Oxnard's students are not able to participate in afterschool and Saturday academic interventions, Oxnard decided to focus on the regular school day—maximizing the time available and quality of regular classroom instruction—rather than extended day opportunities.

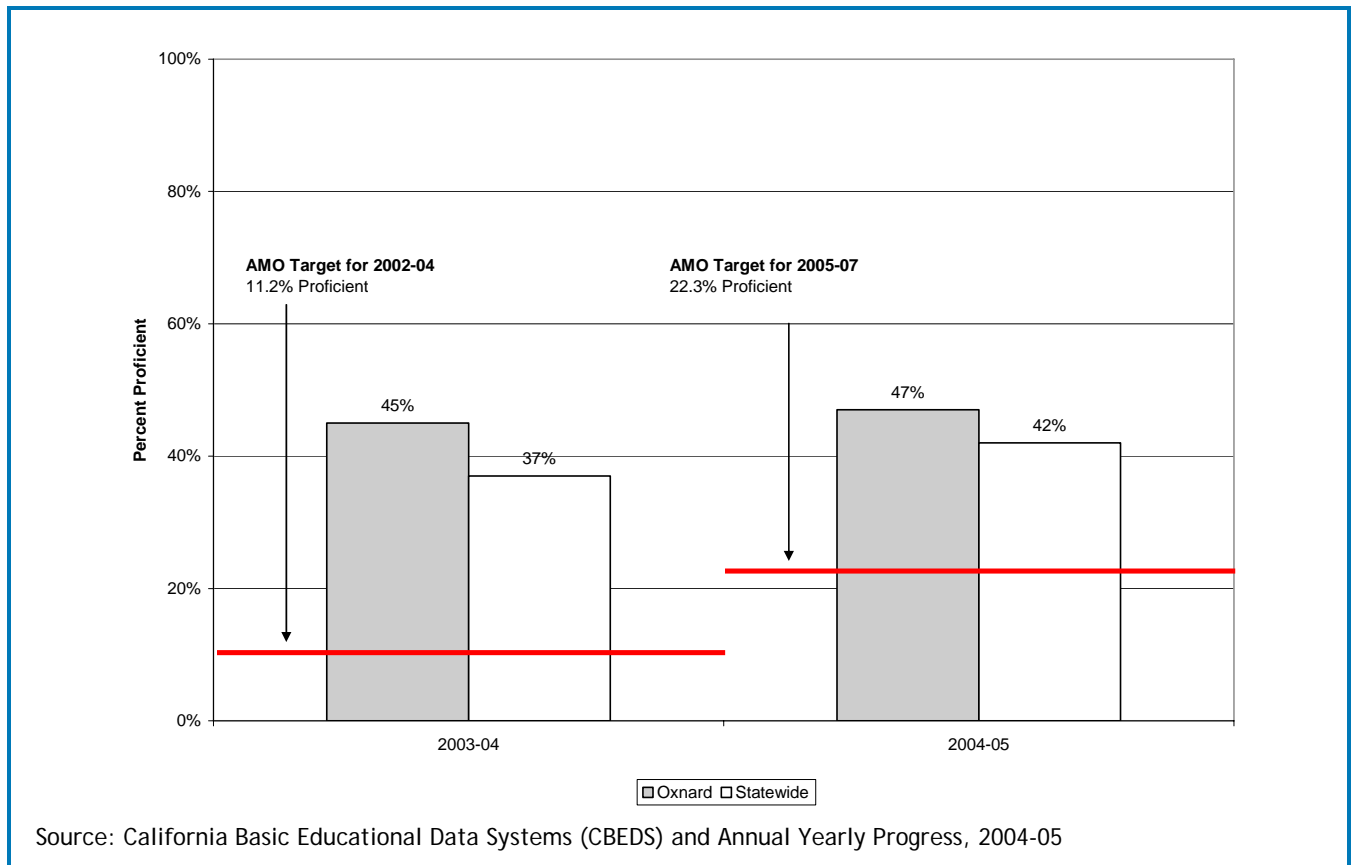
Teachers

	Oxnard Union	Statewide District Average*
Total Administrators	66	25
Total Pupil Services (counselors, nurses, etc.)	65	24
Total Teachers	663	289
Students per Teacher	24	21
Average Years in Education	14	13
Percent of First or Second Year Teachers	10%	11%
Percent Teachers with greater than Bachelor's Degree	39%	47%
Percentage with Full Credential	90%	93%
Total Paraprofessionals	139	97
Total Office Staff/Clerical	171	56

Source: California Basic Educational Data Systems (CBEDS), 2004-05

*District average calculated using 1,059 districts total statewide.

Annual Measurable Objective (AMO) Progress Over Time: CST ELA



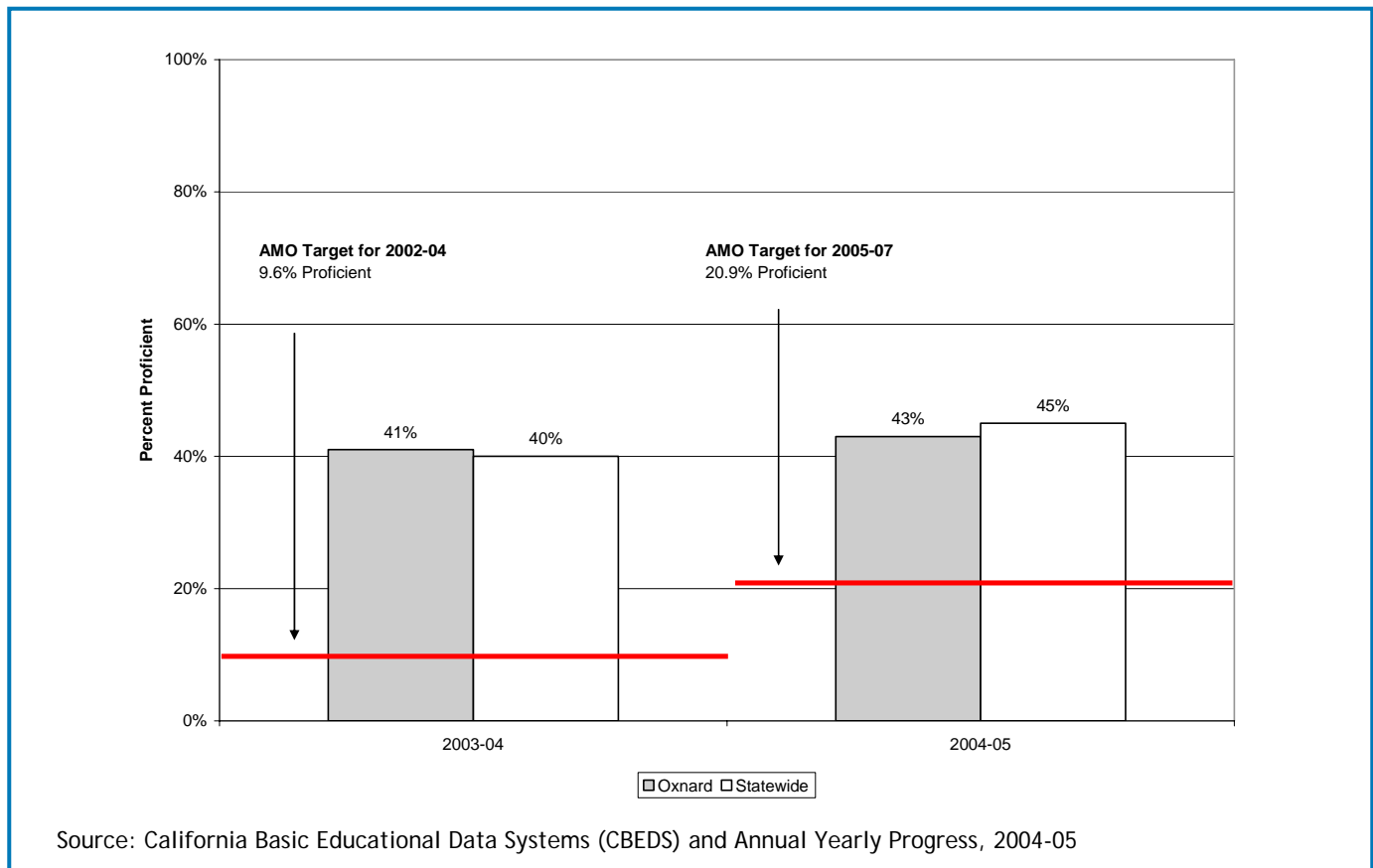
How Oxnard Targeted Staff Training

- Support the development of principals' instructional leadership.**
 Oxnard provides a coach to support each principal at a Program Improvement school and holds monthly meetings that focus on instructional leadership.
- Train staff to conduct walkthroughs.**
 Principals, assistant principals, and teachers have all been trained in the walkthrough method. Administrators are expected to spend time visiting classrooms to ensure instructional improvements are implemented, particularly for English language learners; teachers also conduct walkthroughs to provide peers with constructive feedback.
- Make use of resource teachers as peer experts.**
 Oxnard used CAHSEE funding to fund an English language arts and a math resource teacher for each of the PI schools. The resource teachers worked with students and served as peer experts, showing other staff how to work with these students effectively.

Key to Staff Training:

Provide training for administrative teams to become experts in the curriculum and require administrators to conduct more classroom visits and checks.

Annual Measurable Objective (AMO) Progress Over Time: CST Math



How Oxnard Focused on Using Data Effectively

- Provide timely data to schools.**
 Oxnard invested in an assessment and data management software program (Edusoft), which allows all teachers to scan their aligned assessments and receive immediate analysis.
- Focus on data and accountability at the district level.**
 Oxnard created a new position at the district level to direct assessment and accountability efforts. The entire district is focused on using current district-level data to inform instruction.
- Train teachers how to use data to inform instruction.**
 Oxnard trained all teachers on their new data system and asked schools to put together data teams and create data displays so all staff can see data trends for their campus.
- Ask staff to develop benchmark tests and pacing calendars.**
 Teachers created benchmarks and pacing calendars for all content areas, creating staff buy-in that had not previously existed.

Key to Using Data Effectively:

Create a coordinated curriculum and assessment program that helps staff use data to inform instruction.