

## **Ocean View Hills School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 37683796119341

County: San Diego

District (Local Educational Agency): San Ysidro Elementary

School: Ocean View Hills School

### **Demographics**

Enrollment: 1,020 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Modified

Charter: No

### **Overview**

San Ysidro School District has undergone school reconfiguration for the 2017–2018 school year. Ocean View Hills School and is a span school serving 1,020 students in grades transitional kindergarten through sixth grade. Located in San Diego, we are proud of diverse students and community. We are pleased to meet the needs of the majority of our students who are students in poverty, as well as serving a quarter of our population who is not. Our school is enriched by our Hispanic, Filipino, African American, White and Asian students, as well as a substantial English Learner group. As such, we offer a comprehensive curriculum for all our students. We are a professional learning community dedicated to the academic success and character development of all our students. Our faculty collaborates, plans and implements research-based instructional practices designed to maximize student achievement. Our hallmark is our finely tuned, data-driven model of continuous improvement to accelerate academic achievement.

Our top priorities are safety, attendance, academic growth and character education. In addition, we strive to increase the desire and passion for learning and to develop leadership. Ocean View Hills embraces the philosophy that fosters a safe learning environment characterized by Pride, Respect, Intellect, Determination and Enthusiasm. We are proud to afford programs that enrich our students' academic and social development. We encourage our students to achieve, contribute and thrive in activities that promote communication, collaboration, creativity, critical thinking and community service. Our student leadership class offers our students experiences that promote character development and service learning.

We are thrilled about being a part of the Compact for Success through San Diego State University. Students who have been enrolled with San Ysidro School District since seventh grade and eventually transfer to the Sweetwater Union High School District are guaranteed admission to San Diego State University by completing all compact requirements.

The culture of our school reflects a commitment to working together with students, parents and our community to ensure that all of our students ultimately leave OVH prepared for the most rigorous program of study in high school so that they graduate with every option available to them, including the eligibility and preparation to attend a 4 year university.

On behalf of our entire school community, Ocean View Hills School is proud to submit our application for consideration for the California Distinguished School Award.

## **Model Program and Practices**

Name of Model Program/Practice: OVH Continuous Improvement Model

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports, Professional Development

Target Population(s): Black or African American, Filipino, Hispanic, Socioeconomically Disadvantaged, English Learners

Strategies Used: School Climate, Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

## **Description**

At OVH, we implement an continuous improvement equity approach to significantly upgrade achievement for historically low-performing students while also stretching students who may be under-challenged. The distinguishing departure from the district plan is that our implementation is tailored to the large range in academic The model

applies the research-based Response to Intervention model, typically used to increase achievement for struggling students in a classroom, to a school level to focus on increasing achievement for every student. Leveraging this model enables us to keep close tabs on how students are progressing toward our clearly articulated expected outcomes by course. Our goal is that all students either meet or exceed those outcomes. OVH adopted this model three years ago, after a history of trying to meet the needs and interests of students who historically struggle academically and those whose learning profiles demand extended learning. Our strength is the frequent monitoring system of student growth after each unit. The Data Reflection Session (DRS) after each assessment follows a protocol where students are placed in quadrants based on performance on the Common Assessment. Students or target groups are then color-coded on the quadrant posters among the other students, providing the backdrop for the data discussion. At each DRS, system agreements are made, for what teachers, coaches, admin, assistants, and others will do differently on the upcoming unit .

The primary goal for teachers and the principal is that, rather than training teachers on a set of prescribed materials, the focus is on building our capacity to:

- a. have course-alike or grade-level teams agree on a set of priority learning targets, chunked in 6 weeks units of instruction,
- b. have teachers design common assessments to measure the impact of unit instruction,
- c. build teacher data analysis in a structured team setting, with an equity focus (d) support teachers to implement a set of high-impact, lower-prep instructional strategies that allow for both scaffolding and extension of learning targets to meet the diverse needs of our students,
- d. arrive at team agreements for teaching and intervention based on assessment results, and
- e. strengthen the administrative team's ability to monitor and support the implementation of team agreements. This continuous improvement cycle repeats every 6 weeks.

Given the linguistic complexity of our school, which is unlike most other district schools, we are especially proud that the school as a whole scored at a High Status in ELA (15 points above level 3), and that every target group at increased from 2016 to 17. Further, evidence of achievement gap decreases is while the school grew +7 Change Points, Af. Am. students increased significantly growing 26 Change Points. Schoolwide math Change scores ranged from +7 points schoolwide to +23 for Af. Am. students, again increasing significantly.

## **Implementation and Monitoring**

The capacity-building model begins with a thorough analysis of data each Spring/Summer, after all assessment results are available. Based on those data, a

customized one to two week Summer Institute is designed for teachers, with the input of teachers, coaches, administration and Principal's Exchange. All teachers attend. Each day begins with a General Assembly that presents content to develop common understanding and language. This is followed by breakout sessions for grade-level teams, each facilitated by a coach or administrator, to engage in guided unit and lesson planning. The following school year, the focus of the Summer Institute becomes the sole focus of the school, with coaches, teacher leads, and administrators supporting deep implementation. Activities include follow up PD sessions, in-class demonstration lessons or coaching, weekly guided planning and the continuous improvement anchor, data reflection sessions following each unit.

In addition, the administration and lead teachers receives PD during the Summer and school year on Instructional Supervision and the Psychology of Leadership. Following each assessment round, the administrators engage in a Meta-reflection, where they tell the schoolwide data story and determine the system response plan for the next unit. This data reflection cycle repeats after each unit.

Instructional Effectiveness is monitored in three ways:

- a. Lead Teachers and Coaches are responsible to the principal for the effectiveness of instruction for their assigned grade level. Agreements about what constitutes effective instruction are clearly articulated leaving no room for ambiguity. Leads and Coaches are in classrooms frequently;
- b. The principal has an Instructional Supervision plan that includes the formal contractual requirements, but goes well beyond that to include daily classroom walkthroughs and feedback to teachers on the school wide instructional agreements; and
- c. Five or six times during the school year, results of students Common Assessments are reviewed at Data Reflection Sessions by teacher grade-level teams to provide the team and individual teacher's feedback on the ultimate impact of their instruction on student learning, by student, grade, subject, and using an equity lens-target group.

The principal and leadership team review the data at Megareflections following each round, to assess the impact of THEIR efforts with teachers, on student achievement.

## **Results and Outcomes**

CAASP results indicate that our model is proving effective. From 2015 to 2017, OVH grew 7% in ELA and 9% in math in percentage of students meeting or exceeding expectations (56% ELA, 51% math). In addition, the CDE Dashboard Equity Reports share that our school, as well as every target group, either increased, or significantly increased in both ELA and math. In ELA, our school rates a HIGH Status (15 points above level 3), according to the CDE Dashboard. We are especially proud of our Af. Am. students increasing significantly by 26 Change Points in ELA and 23 points in

math. Our students in poverty had a Change of 11 and 12 points in ELA and math, respectively, earning them a status of HIGH performing in ELA and MEDIUM in math. On the other extreme, our Filipino students rank Very High in both ELA and math, with Change scores of +10 and +14 points, respectively.

In addition, EdResults.org, a highly credible data and equity group, reports a Beating/Lagging Expectations analysis that maps the academic performance of a school based and whether the performance is above or below expectation based on schools with comparable demographics. OVH students perform about 10 percentage points ABOVE expectation (linear regression) for every target group, proving that we are truly closing the achievement gap. Finally, according to EdResults analyses, OVH third from the highest performing schools among the 10 most similar schools.

We commit to continuous improvement. Our plans are adjusted after each assessment round to intensify targeted support where it is needed, along the entire continuum of achievement levels. That re-alignment of resources is then re-evaluated after each assessment round to measure impact and then re-align once more based on the data. This finely tuned system ensures that achievement improves across the school, and that parts of the system (classes, students, target groups, grade-levels, subject areas, teachers) who need different kinds and amounts of support receive that help immediately, maximizing the achievement results for each and every students even more.