

Why Bring Additional Resources to Westchester's Public Schools?

As a community, we need the following for our seven schools:

1. Strong principal leaders
2. Outstanding and gifted teachers with manageable student ratios
3. State of the art facilities and instructional systems
4. A return of neighborhood children to our neighborhood schools
5. Strong parental and community involvement
6. Increased student achievement

But, our state doesn't seem to have the same priorities:

1. We are 49th out of 50 states in teacher staffing ratios
2. We are 29th out of 50 states in per pupil spending

As a community, we need more voice in our seven schools and how resources are allocated

What is this Federal Grant?

U.S Department of Education Smaller Learning Communities (SLC) Grant:

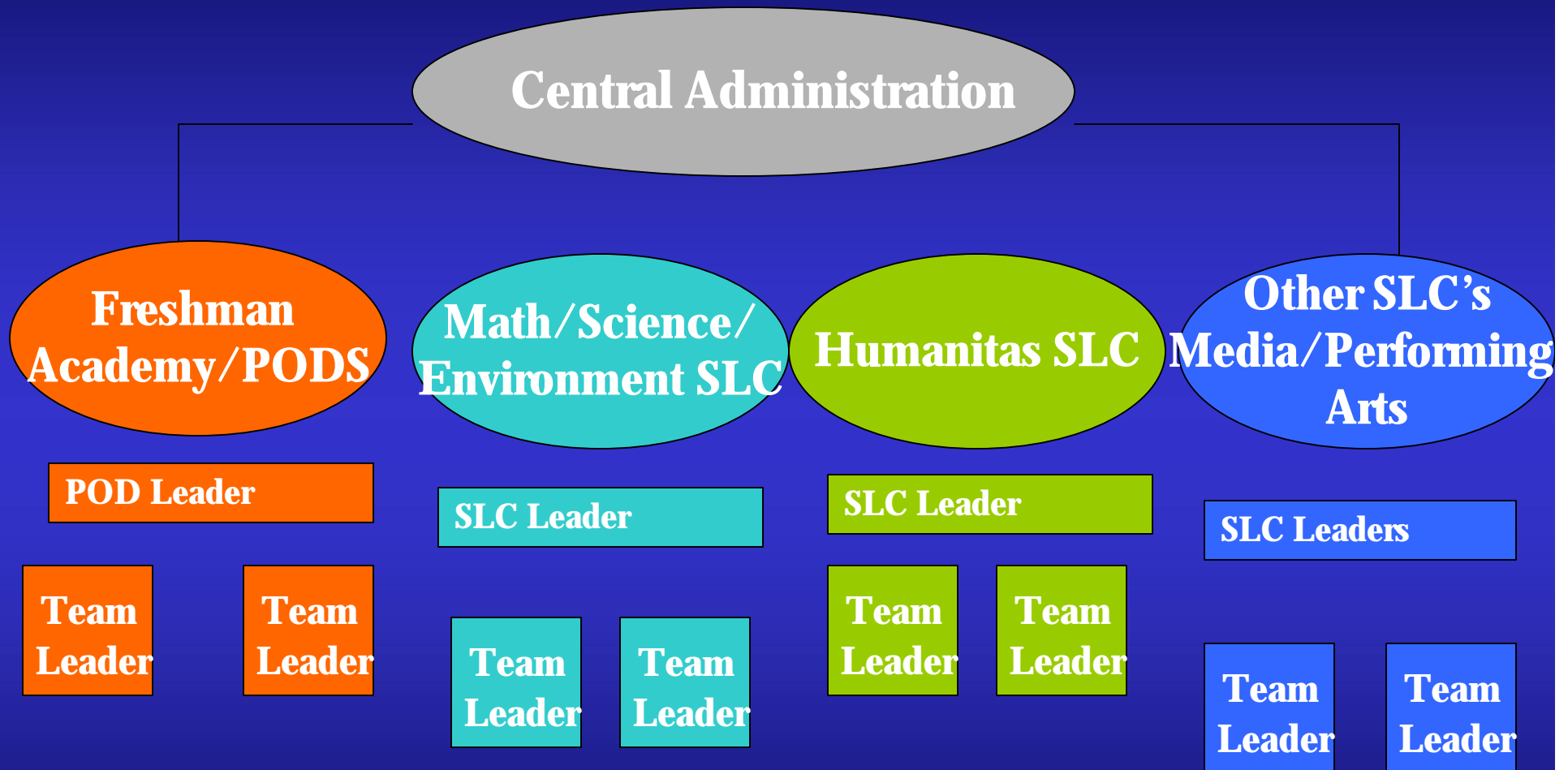
- We made the initial hurdle—fantastic job done by administrators and teachers!
- We receive about \$925,000 up to 60 months
- Creates 5 additional small learning communities within Westchester High School that:
 - Have core college prep curriculum with engaging electives
 - Are self-contained learning communities with their own space, faculty, students, administration, and support team
 - Have business partners for advice, teacher experiences and student career experiences
- The five new SLC's at Westchester High are:
 - Freshman Academy/Personalized opportunity and development structure (PODS)
 - Math/Science/Environment
 - Humanitas
 - Media and communications
 - Visual and performing arts

Community involvement in bringing resources to our schools helps give us greater voice in our schools' destiny!

This federal grant puts us on a path to meet our Community requirements

1. Strong principal leaders
 - Small learning communities redesign the school structure, culture and the principals' jobs
2. Outstanding and gifted teachers
 - Teacher leaders are instrumental and teams of teachers address the instructional needs of students—leadership is distributed
3. State of the art facilities and instructional systems
 - The campus is redesigned with dedicated facilities
4. Return of our neighborhood children
 - More engaging curriculum and increased personalization may be a draw
5. Increased parent involvement
 - New ways considered to involve parents in the classroom and in their child's performance
6. Increased student achievement
 - Small learning communities are strongly supported by the research as effectively increasing student achievement through reduced size and greater personalization

1. School Organization and Leadership



2. Teacher Supports

In order to succeed in a systemic fashion, teachers need sustained professional development and implementation support.

Curriculum Coaches

Instructional Facilitators

Monthly Workshops

In-Classroom Support

Cross-School Family of Schools Networks

Implementation Checks

6. Increased Student Achievement and Monitoring Results

- Students gaining in math and reading
- Higher rates of academic course passing
- Increased promotion rates
- More students graduating
- Transformed climate and improved attendance

We, as a community, can monitor the results... but this is just a start! We can bring even more resources with the Gates Grant!

Bill and Melinda Gates Grant

- A competitive opportunity for funding that will further our ability to institute small learning communities
- It offers about \$600,000 per year to WHS for a period of 3 to 5 years
- A formal vote of teachers to accept the program called "Talent Development." Other LAUSD high schools have voted down the "Talent Development Program"

One major hurdle for these other schools was a change in course scheduling, but the faculty at Westchester High embraces this change...

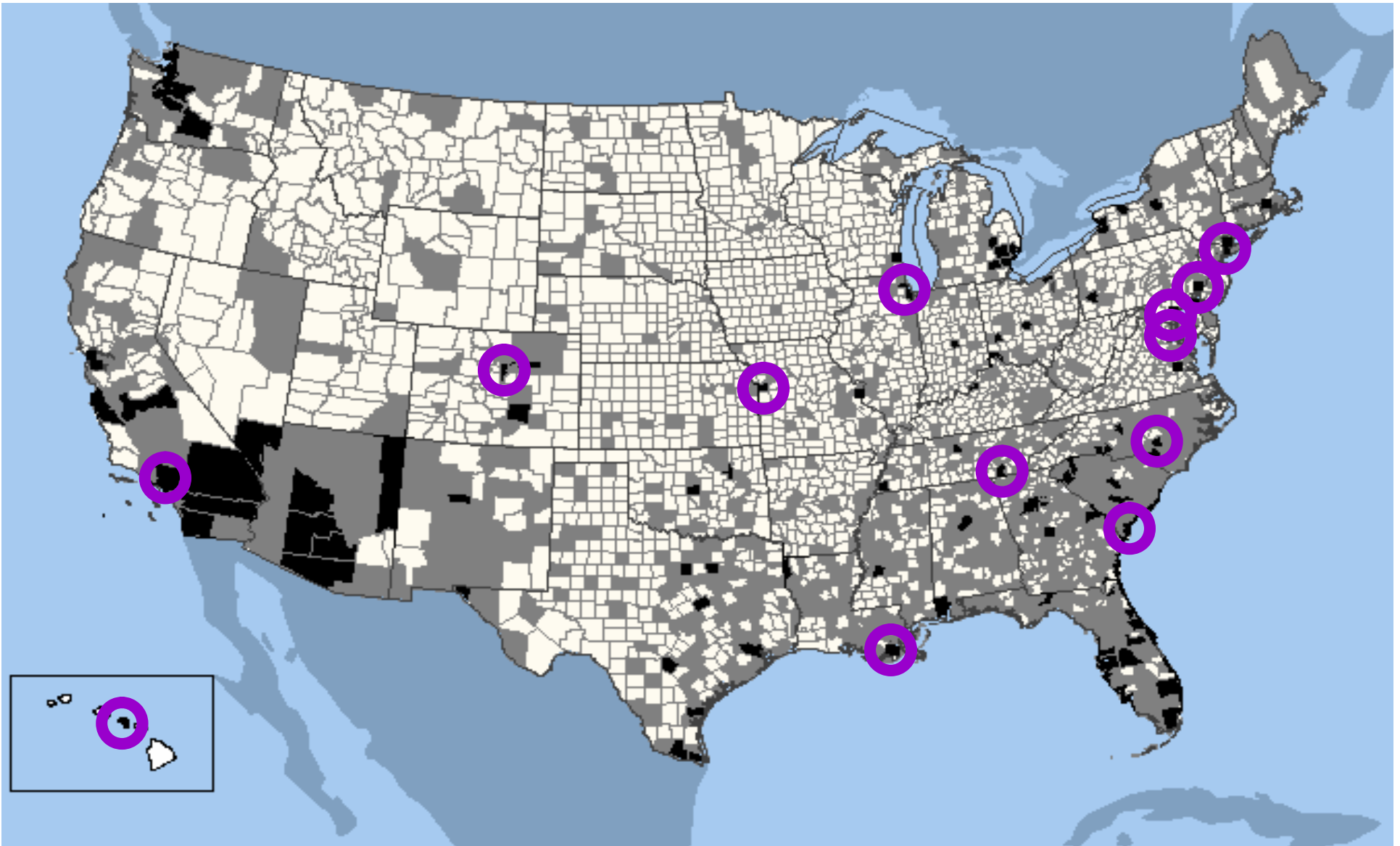
What is Talent Development?

- It is a high school reform model developed by the Center for Social Organization of Schools (CSOS) at Johns Hopkins University
- It requires the following:
 - Freshman Academy
 - Small Learning Communities
 - Extended Class Period and 4x4 Block
 - Allows for acceleration courses and teacher teams who work exclusively with students in their community
 - Twilight School
 - School, Family, Community Partnership Team

These elements are consistent with our Federal Grant!

Talent Development also requires additional Interventions

- ELA Acceleration and Double Dose 9-11th grades—
Strategic Reading, Reading & Writing in Your Career,
College Prep Reading and Writing
- Math Acceleration and Double Dose 9-11th grades—
Transition to Advanced Math, Geometry Foundations,
Algebra II Foundations
- Freshman Seminar



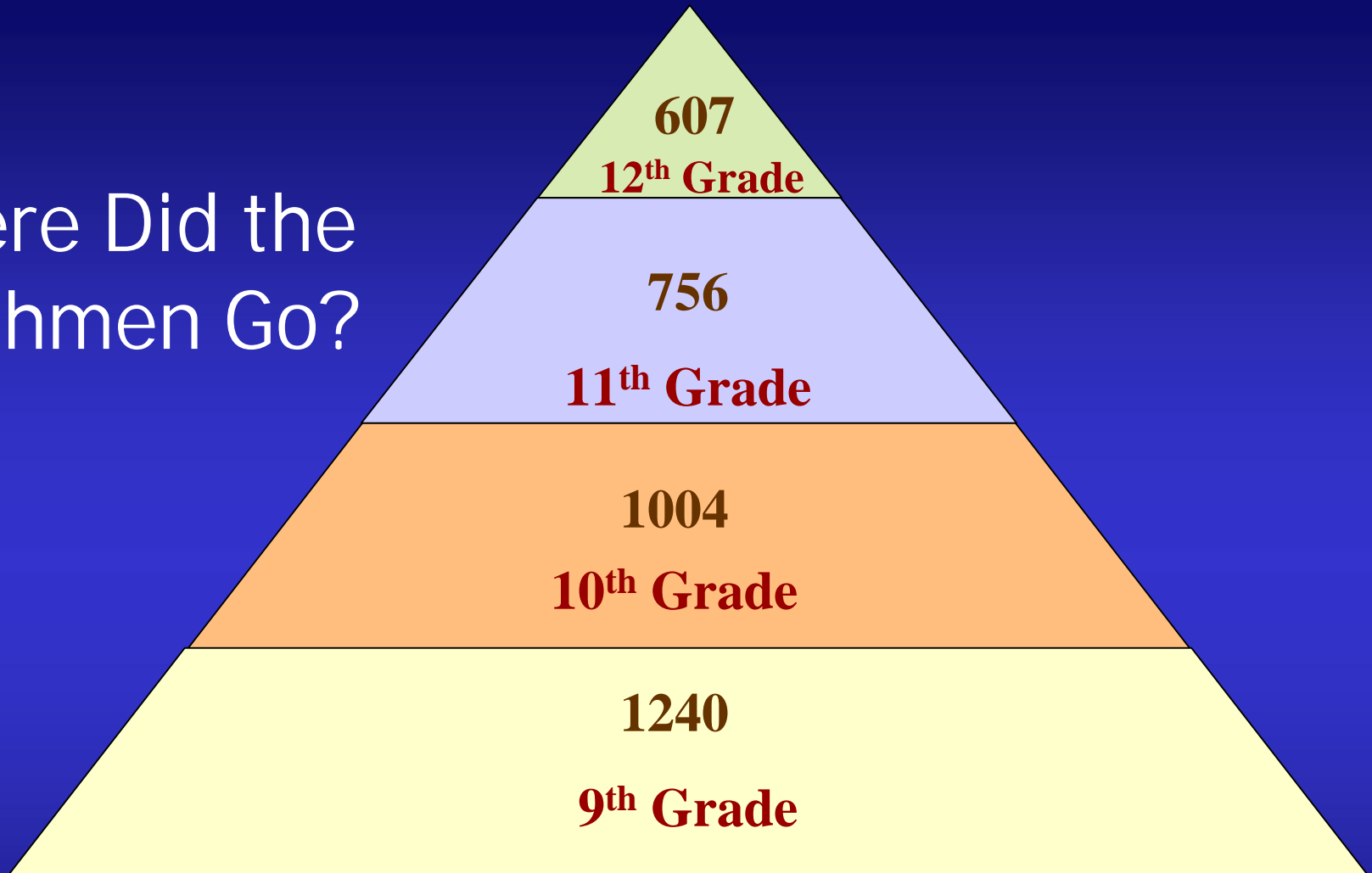
TDHS 2004-05 Implementation in 73 schools, 33 districts, and 17 states
Counties with 1 or more weak promoting power high schools (gray shading) and counties with 5 or more weak promoting power high schools (black shading), 2001-02

***"If you want to CHANGE a High School,
CHANGE the Ninth Grade."***

***Ninth Grade
Success Academy***

***Our Westchester High School Teachers are
ahead of the curve!***

Where Did the
Freshmen Go?



Poor Prior Preparation

August 2004

Average reading level of all Freshmen at twelve comprehensive high schools in a large urban district--3rd grade

Average grade equivalency in mathematics at twelve comprehensive high schools in a large urban district--4th grade

A More Personalized Environment

- **Typical High School Schedule**
 - 5 – 6 Teaching Periods per Day
 - 30 – 35 Students per Class
 - *Teachers Teach 150 – 210 Students per Day*
- **Ninth Grade Success Academy Schedule**
 - 3 Teaching Periods per Day
 - 30 – 35 Students per Class
 - *Teachers Teach 90 – 105 Students per Day*

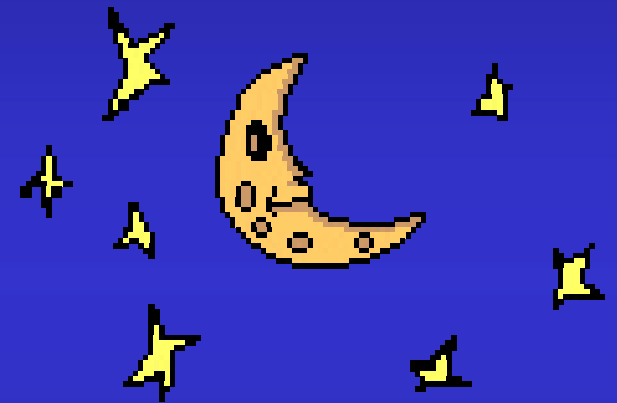
Small Learning Communities

- All Teachers scheduled within the academy
- 4 x 4 Schedule
- Common prep time for teaching teams
- Extra prep time for Team Leaders
- Double dose in Math and English for students who need it
- Cross Academy Courses for specialty and Advanced Courses



Twilight School

- An alternative placement for students who are not successful in day school
- Can not attend day school
- 3-4 hours after day school
- Only able to earn 4 (LAUSD – 40) credits in Twilight for the entire year



Results from five Talent Development High Schools

Summary of a six year comparison (1997-2002)

Average daily attendance – 8.7% increase

Total suspensions – 53.5 % decrease

Percent of students passing Algebra I – 22.8% increase

Percent of students passing English I – 19.8% increase

Next Step for WHS: Awareness Building & Commitment

- Schoolwide awareness-building about the model
- School and community demonstrates buy-in
- Local intermediary partnerships
- Schools secure funds for multi-year implementation
- Contract
 - Technical Assistance, Materials
 - Development Fee, School Costs (facilities, coaches)