



# Opelousas High School

Cross-State High School  
Collaborative Meeting  
January 16, 2020

# Demographic Information

**Total=762      Male:388      Female:374**

## **Grade Level Demographic Information:**

9<sup>th</sup> Grade—225

10<sup>th</sup> Grade-- 205

11<sup>th</sup> Grade-- 171

12<sup>th</sup> Grade-- 161

**Ethnic Count:** 87.4% Black, 10.2% White,  
1.2% Asian, 1.1% Hispanic

# Mission and Vision Statements

## **Mission Statement:**

Opelousas High School students will learn, develop, and utilize critical thinking skills in all subject areas to prepare for post-secondary educational and work force opportunities.

## **Vision Statement:**

Opelousas High School's vision is to provide a safe, orderly, and respectful environment that is conducive to learning the skills necessary to compete in a global economy.

# Background

- Established in 1894
- Located in St. Landry Parish, one of seven public schools servicing grades 9-12, is part of a parishwide school of choice program
- Opelousas census in 2010 identifies 42.6% households are below the poverty line with 58.3% single parent female headed households
- Accredited by the Southern Association of Schools and Colleges since 1954
- Title I School with Free Lunch
- Graduation Cohort Rate: 60.6% (2017-2018)
- 2019 SPS 60.4 with a “C” rating; 2018 SPS 58.7 with a “D” rating

## Administrative Staff

- Ricky Julien, Sr.-Principal April 2019
- Markenia Jackson-Assistant Principal July 2019
- Gayle Brown-Assistant Principal July 2019
- Alicia Vallien-Administrative Assistant July 2019

# John Hopkins Levers Chosen

## **Organizing Adults:** Reasons for Choice

- High Turnover rate/faculty retention
- Reorganization under new administration
- **Problems to address:**
  - Creating teams
  - Scheduling and implementing collaborative meetings
  - Teacher buy in to new programs and regulations implemented to address needed change
  - Training and Accountability
  - Communication between administration and faculty and staff
  - Sustainability through turnover and changes

# Organizing Adults

## Solutions:

- Ensuring a distributed team approach
- Changing the Master Schedule: Common Planning

# Post-Secondary Pathways: Reasons for Choice

- Low graduation rate
- Development of Jumpstart Program
- Student success Post-Secondary
- Improved workforce for community
- Problems to Address
  - Education of Pathways: Counselors, Teachers, Students and Parents
  - Development of New Pathways
  - Student and Stakeholder Buy-in for Pathways
  - Implementation of Pathways through Staffing and Funding
  - ACT Preparation
  - Life Skills courses/workshops

# Post-Secondary Pathways

## Solutions

### Implementing

- **Counselors have a greater understanding of the pathways available; Teachers, Students and Parents are still developing a deeper understanding of the pathways available to students for graduation.**
- **Post-Secondary Academic development: Advanced Placement, Dual Enrollment opportunities through LSUE, Northwest, SLCC, LSUE Academy with potential for Associate's Degree at Graduation, CLEP, PSAT, Harvard endorsement Fall 2019 for English course in Poetry, AP tutorials through NMSI for English, Math and Science; in development ACT Bootcamps, Modern States.org for CLEP prep.**

## **Solutions Continued**

- **Post-Secondary Jumpstart development: working with Washington Tech on traditional tech paths of welding, oil field, CNA and development at OHS campus of Business paths, Digital Media certifications, Agriculture and Construction Tech paths, Food Service certifications, certifications in the oil industry intercessions; in development HVAC courses and certifications.**
- **FASFA clinics for students and parents**
- **Budgeting, faculty salary, and resources through funding source through school board, state, and grants.**

### **Future opportunities**

- **develop life skills learning opportunities**
- **develop more opportunities for outreach to parents to discuss the pathway opportunities**
- **develop greater interaction with the local businesses to interact with students about what they look for in employees and expectation of employees**

# Conclusions

OHS has made major strides in implementing effective change in the Post-Secondary Pathways lever. There is still room for improvement in areas of ACT remediation, life skills, and community outreach to stakeholders.

In regard to the Organizing Adults lever, there is a need to further address the issues affecting development of positive changes in staff engagement, communication, and buy-in at all levels.