

# Oakland NAACP & OUSD: Addressing the Failing Status of Black Student Education - Today!



***“Black children are the proxy for what ails American education in general. And so, as we fashion solutions which help Black children, we fashion solutions which help all children.” – The Honorable Augustus F. Hawkins (1<sup>st</sup> Black Congressman from California, 1963 – 1991)***

# OUTLINE

I. DEFINE PROBLEM – We are in a crisis!

II. HISTORICAL REFERENCE TO PROBLEM

III. RECOMMENDATIONS

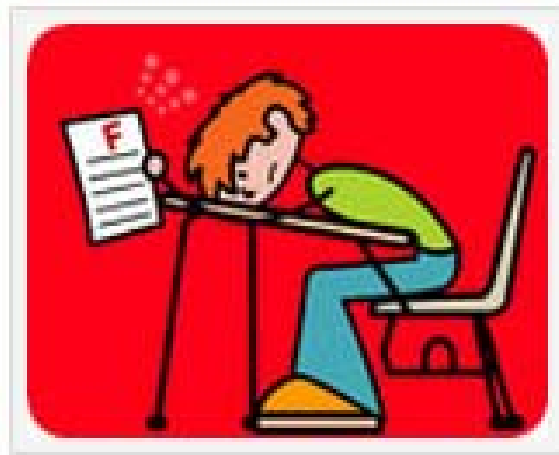
IV. NEXT STEPS?



# I. Define Problem – We are in a Crisis!

Webster's Dictionary defines **failure** as an: omission of occurrence or performance; lack of success

Webster's Dictionary defines **epidemic** as:  
*“affecting or tending to affect a disproportionately large number of individuals within a population, community, or region at the same time”*



# I. Define Problem – We are in a Crisis!

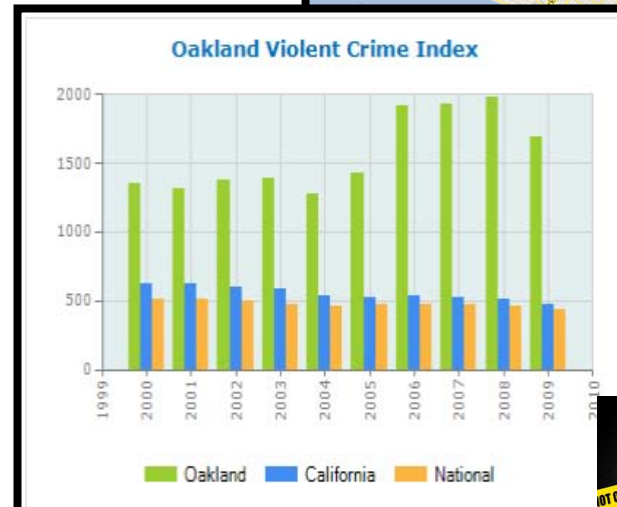
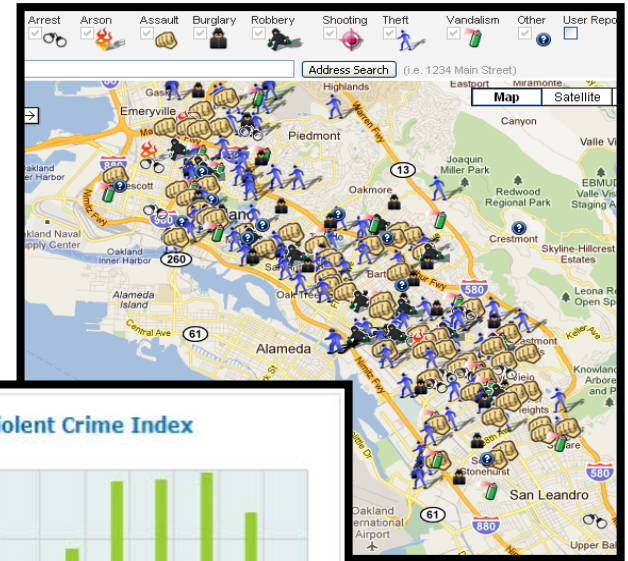
Black Students in OUSD are failing – it is an epidemic:

- They're disciplined and suspended disproportionately
- They experience vastly lower matriculation rates to 4-year colleges as compared to other ethnic groups
- They're enrolled in classes with disproportionately less motivated, less qualified teachers and available resources
- As a collective group they have comparatively low GPA's
- They're statistically less likely to be enrolled in college preparatory courses...
- They're dropping out of school at alarming rates

# Educational system failure & impact on broader community...

THE DAILY CALIFORNIAN | NEWS

*"...Oakland's unemployment rate increased to 16.5% last quarter..."* 8/21/11



CBS San Francisco .com

*"...Oakland 5<sup>th</sup> most dangerous city in the country..."* -Nov 2010



**We are in this together:**



**poor education = fewer job  
opportunities**

**fewer jobs = high crime rate**

**high crime rate = fewer jobs and  
worse schools**

## II. Historical Reference to Problem



## II. Historical Reference to Problem

OAKLAND TECHNICAL HIGH SCHOOL  
SOAR Curriculum Committee  
PROPOSED COURSE OF STUDY  
Lower Division

DRAFT

	Academic - University	State University	Community College
9th Grade	English I (GATE) Algebra Biology Intro to Social Science/Typing P.E. (ROTC-Dance-Swimming) High Tech Elective	English I Survey Pre-Algebra Biology Intro to Social Science/Typing P.E. (ROTC-Dance-Swimming) Elective (High-Tech/Vocational)	English Skills Language Arts General Math-Math Workshop Intro to Social Science/ P.E. (ROTC-Dance-Swimming) Elective
10th Grade	English II (GATE) Geometry Biology or Physiology World Studies/Anthropology P.E. (ROTC-Dance-Swimming) Foreign Language Spanish-French-German Latin	English II Survey Algebra/Geometry Physical Science World Studies/Anthropology P.E. (ROTC-Dance-Swimming) Foreign Language	English II Skills Language Arts Gen. Math → Pre Algebra World Studies/Anthropology P.E. (ROTC-Dance-Swimming) Foreign Language (Exploration/Elective)
		Upper Division	
11th Grade	English III (GATE) Adv. Algebra-Trigonometry U.S. History Chemistry Foreign Language (Span-Fren-Germ Latin) P.E. (ROTC-Dance-Swimming)	English III Survey or Bus. English Geometry/Inter. Algebra/Accounting U.S. History P.E. (ROTC-Dance-Swimming) Elective (High-Tech/Voc. major) Elective (High Tech/Voc. major)	English Skills III Language Arts U.S. History P.E. (ROTC-Dance-Swimming) Elective Vocational Major Elective Vocational Major Math ???
12th Grade	English IV (GATE) Trigonometry-Pre Calculus-Calculus American Government Physics Social Science Elective Elective - High Tech	English IV Survey or Business Eng. American Government Social Science Elective Elective - High Tech/Voc. Major Elective - High Tech/Voc. Major Elective - High Tech/Voc. Major	English IV - Survey Skills or Business English American Government (Math - non proficient student) Elective Elective Elective Elective

(Cont.)



## II. Historical Reference to Problem

### Problems with the tiered system:

- Created a system of inequality
- Trapped students in lower performing academic tracks
- Contributed to negative stereotype and self-belief that Black kids can not compete academically
- Did not address the root of problem - failed social promotion policies, low parent involvement in schools, incompetent teachers and counselors



## II. Historical Reference to Problem

- 1983 OUSD began adopting the “Schools Organized for Academic Revitalization – SOAR” program...
- 1984 Mr. Oscar Wright submitted a complaint with the Office of Civil Rights (OCR) alleging that AA Students were 1) being tracked and disproportionately concentrated in lower level classes; 2) disproportionately subjected to disciplinary actions under “defiance of authority” charges; and 3) negatively impacted by the disproportionate funding of hill schools over flatland ones...
- 1990 Mr. Wright files an information act/lawsuit against the district to obtain necessary information for OCR lawsuit...
- 1993 Mr. Wright and BUFFER (Black United Front for Education Reform) officially file a complaint with the US Department of Education against OUSD
- 1996 the Task Force on the Education of African American Students in response to the US Dept. of Education investigation and potential lawsuit develop report and recommendations...



## II. Historical Reference to Problem

In 1996 over half (54%) of OUSD students were Black yet...

- 71% of “special education” students were Black
- 64% of students retained were Black
- 67% of students classified as truants were Black
- 80% of all suspended students were Black
- 19% of 12<sup>th</sup> grade Black students did not graduate
- Average GPA of Black OUSD students was 1.80
- Only 37% of students enrolled in Gifted And Talented Education (GATE) classes were Black



## II. Historical Reference to Problem

- 1997 US Dept of Education – Office of Civil Rights finds in favor of Mr. Wright complaint and provides specific recommendations to address all three of those concerns including Board adopted resolutions
- 1997/1998 OUSD Board accepts the voluntary resolution presented by the *Task Force on the Education of African American Students* and specific recommendations w/ projected budget and reporting requirements...
- 1998 OCR ruling specifically requires compliance and reporting documents by the district to OCR
- 1999 – 2002 no such reports were provided and no clear adoption of the TASK Force's findings have been implemented...
- To date – no such reports have been filed with OCR or provided to the community in response to the tracking issue



## II. Historical Reference to Problem

- 2002 – PRESENT MR. Wright and many other dedicated community members continue to advocate for meaningful changes in the curriculum and administrative procedures negatively impacting OUSD Black students
- 2010 - Oakland NAACP, Skyline Black Student Union members and McClymonds H.S. students/parents begin the process of meeting and defining the scope of district problems
- 2011 NAACP presents a letter to the Board (June 13<sup>th</sup>) detailing existing problems, recommendations to address the problem and demand for immediate action – no response from the Board has been received to date.
- In short, the same problems exist today...



## II. Historical Reference to Problem

**1996**

- Over half (**53%**) of OUSD students were Black yet...
- **71%** of “special education” students were Black
- **64%** of students retained were Black
- **67%** of students classified as truants were Black
- **80%** of all suspended students were Black
- **19%** of 12th grade Black students did not graduate
- Average GPA of Black OUSD students was **1.80**
- **71%** of Black males attended school on a regular basis
- Only **37%** of students enrolled in Gifted And Talented Education (GATE) classes were Black

15yrs

**2011**

- Only one third (**34%**) of OUSD students are Black yet...
- **50%** of “special education” students are Black
- **\*27%** of students retained are Black (social promotion policy?)
- **83%** of students classified as truants are Black
- **71%** of all suspended students are Black
- **31%** of 12th grade Black students did not graduate
- Average GPA of Black OUSD students is **1.89**
- **59%** of Black males attended school on a regular basis
- Only **\*19%** of students enrolled in Gifted And Talented Education (GATE) classes are Black

**Where do we go  
from here?**

This is a start...

**OAKLAND UNIFIED SCHOOL DISTRICT**

**Together, We Are Building**

*Community Schools, Thriving Students*

a full-service community school district that serves the whole child, eliminates inequity and provides each child with an excellent teacher, every day.

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**African - American Male Achievement (AAMA)**

**African-American Male Achievement (AAMA)**

But we need to make immediate, substantive changes...



### III. RECOMMENDATIONS

#### [Previous]

- Office of Civil Rights (OCR) approved, voluntary resolution(s) 1998 & 2000
- 2011 Skyline Black Student Union (BSU) demands
- 2011 NAACP letter to the Board with requisite demands



# Remember...

**Mr. Wright's complaint with the Office of Civil Rights (OCR) alleging that AA Students were:**

- 1) being tracked and disproportionately concentrated in lower level classes**
- 2) negatively impacted by the disproportionate funding of hill schools over flatland ones**
- 3) disproportionately subjected to disciplinary actions under "defiance of authority" charges**



## A. Office of Civil Rights (OCR) Approved, Voluntary Resolution(s) 1998 & 2000

1998 – Elimination of Tracking & Equitable Distribution of Funds

- Uniform Course Requirements
- Re-defining placement criteria for upper level, honors and advanced placement courses
- High school graduation requirements and college prep courses
- Content and performance standards
- Supplemental service for students not achieving at grade level
- Dissemination of information to parents
- Teacher training
- Internal data collection and accountability within the district

## A. Office of Civil Rights (OCR) Approved, Voluntary Resolution(s) 1997/1998 & 2000

### 2000 – Disciplinary Actions

- Interventions to be used prior to suspension
- Coordination and policy review
- Training for staff, parents and students
- School site record keeping system
- Responsibilities of the coordinator and student services
- Parent/student complaint procedures
- District-wide semi-annual discipline evaluation process



## B. 2011 Skyline Black Student Union (BSU) Demands

1. Provide adequate counseling services for students at the beginning of the year including but not limited to timely processing of grade change forms and class scheduling
2. Require Principals to establish and adhere to regular meeting times with student groups to ensure concerns are being met
3. Enforce fair suspension and subsequent parent notification policies before students are sent home – address AA disproportionality
4. Create and implement fair hiring and retention strategies for teachers, counselors and administrators of color
5. Establish a comprehensive teacher review process conducted by parents and students with real authority – grade dispute process
6. Fund internet class program for students needing to catch up on classes
7. Clarify and fairly enforce process for ALL students to gain credit for completed JC courses

# Need for teacher review and grade dispute process...

**Skyline** 58%

2010-2011 Mark Distribution Analysis by Teacher (1st Marking Period - Fall - M1) Page 8

----- A ----- B ----- C ----- D ----- F ----- I ----- -- OTHER --

Teacher name	Course ID and Title	Period	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	TOTAL	PCT	GPA
Gin-Yee D	M0491	ADV ALGEBRA P	1	0	0.0	6	22.2	8	29.6	9	33.3	3	11.1	0	0.0	1	3.7	1.65	
	M0491	ADV ALGEBRA P	2	1	3.2	4	12.9	8	25.8	7	22.6	10	32.3	0	0.0	1	3.2	1.30	
	M0491	ADV ALGEBRA P	3	2	7.1	2	7.1	3	10.7	15	57.1	5	17.9	0	0.0	0	0.0	1.29	
	M0491	ADV ALGEBRA P	5	2	6.1	2	6.1	7	21.2	9	27.3	12	36.4	0	0.0	1	3.0	1.16	
	M0491	ADV ALGEBRA P	6	3	9.7	6	19.4	3	9.7	7	22.6	9	29.0	0	0.0	3	9.7	1.54	
			<b>8</b>	<b>5.3</b>	<b>20</b>	<b>13.3</b>	<b>29</b>	<b>19.3</b>	<b>48</b>	<b>32.0</b>	<b>39</b>	<b>26.0</b>	<b>0</b>	<b>0.0</b>	<b>6</b>	<b>4.0</b>	<b>1.38</b>		
Miller, Richard	M4001	INT ALGEBRA P	1	1	3.0	0	0.0	2	6.1	11	33.3	11	33.3	7	21.2	1	3.0	0.59	
	M4001	INT ALGEBRA P	3	0	0.0	0	0.0	1	9.1	1	9.1	5	45.5	3	27.3	1	9.1	0.30	
	M8101	MATH ANALYSIS P	4	0	0.0	4	33.3	3	25.0	2	16.7	0	0.0	0	0.0	3	25.0	2.22	
	M8101	MATH ANALYSIS P	5	1	4.8	3	14.3	2	9.5	4	19.0	7	33.3	1	4.8	3	14.3	1.17	
	M4001	INT ALGEBRA P	6	1	4.5	1	4.5	1	4.5	3	13.6	7	31.8	4	18.2	5	22.7	0.71	
			<b>3</b>	<b>3.0</b>	<b>8</b>	<b>8.1</b>	<b>9</b>	<b>9.1</b>	<b>21</b>	<b>21.2</b>	<b>30</b>	<b>30.3</b>	<b>15</b>	<b>15.2</b>	<b>13</b>	<b>13.1</b>	<b>0.87</b>		

51%



## C. 2011 NAACP Letter to the Board With Recommendations

- Ascertain, address and resolve the problem of “teacher dumping” at McClymonds High school where low performing, unwanted, and probation riddled teachers are sent in response to administrative constraints - not student needs
- Ascertain, address and resolve the issue of teachers not providing adequate instruction in the classroom as required by law
- Provide the necessary number of dedicated, high functioning counselors and librarians for every school site
- Adherence to the 1998 and 2000 OCR and Board approved resolutions requiring the district to provide equal access to higher levels of instruction and academic preparation for all students.



### III. RECOMMENDATIONS

- School board provide written responses to reporting requirements outlined in the 1998/2000 resolution recommendations, as well as a written plan of action in response to the June 16<sup>th</sup>, 2011 NAACP letter detailing changes in current action plans - before 10/12/11
- Create a system of substantive parent/community involvement in all reform efforts by linking supplemental programs to school sites and providing open access to campus facilities – discuss in depth at next school board meeting 10/12/11
- Promote greater teacher accountability by creating a teacher review board comprised primarily of parents and students for teachers with high numbers of complaints and student failure rates – at the next school board meeting 10/12/11
- Eliminate *de facto* school site dumping of burnt out teachers at McClymonds High school and other campuses. GATE, Special & BCLAD teachers must complete mandated programs before teaching in these areas – provide written response detailing the end of this process before 10/12/11
- Identify and improve existing hiring process for diverse/qualified teachers & administrators – provide written response detailing funding and strategy by 10/12/11
- Eliminate “social promotion” or the process of passing students on to next grades who do not have minimal 2.0 (passing) GPA’s - provide written response detailing the end of this process before 10/12/11



## IV. NEXT STEPS

1. Provide Board response to NAACP recommendations by next board meeting
2. Establish working meeting times by the next board meeting to address problems at McClymonds and Skyline H.S.'s
3. Determine solution driven process where community plays a key role in creating and addressing district-wide policy changes and implementing our recommendations



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