



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Oakland Unified School District Board Balanced Scorecard Accountability Report Study Session: School Discipline & Transforming School Culture



March 13, 2013



*"The best discipline policy is
engaged instruction."*

- Greg Hodge
former OUSD Board of Education Director
September 27, 2012
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Agenda & Road Map

Focus on School Discipline & Transforming School Culture

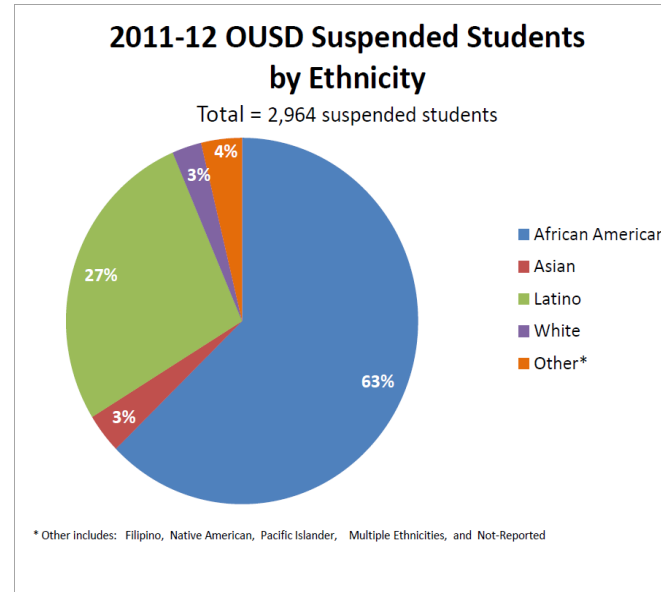
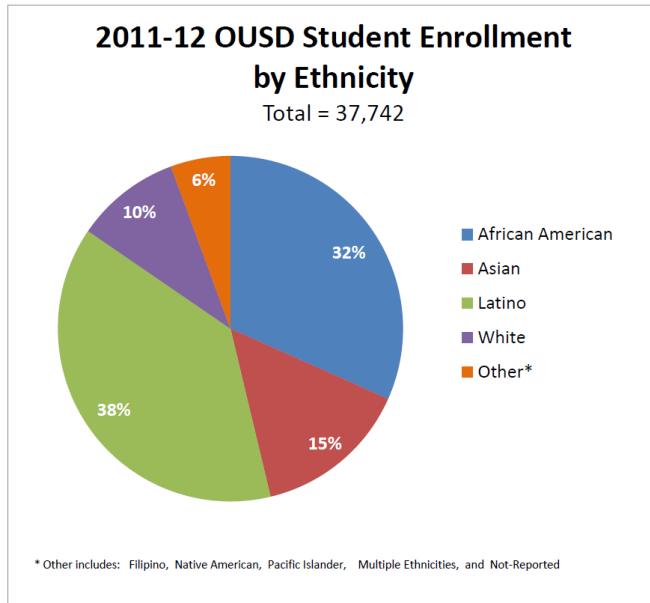
- A. Reducing suspensions: District-wide targets
- B. What are the major drivers of racial disproportionality in student discipline outcomes?
- C. What is our strategy to address these drivers?
- D. What are our outcomes to date?
- E. How is it going?
- F. What are we learning?

A. Districtwide Targets

Targets are in: Strategic Plan, Balanced Scorecard, School Quality Review data profile, Community Schools Strategic Site Plan, Office of Civil Rights Agreement to Resolve (aka VRP)

- **Long-Term Goal:** Racial disparities in student discipline are not evident.
 - **2012-13 Balanced Scorecard Target:** Reduce suspension rates for African American males at all levels (elementary, middle school, high school), and reduce suspension rates for African American and Latino males in middle school and high school by 5%.
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B. Disproportionality



In 2011-12:

African American students made up **32%** of all OUSD students, but were **63%** of all OUSD students who were suspended.

African American male students made up **16%** of all OUSD students, but were **41%** of all OUSD students who were suspended.

All other ethnicities were **underrepresented** among suspended students as compared to their percentage of the overall OUSD student enrollment. For example, **Latino** students made up **38%** of OUSD students but were only **27%** of all OUSD students who were suspended. **Latino males** made up **20%** of OUSD students, and **19%** of suspended students.

B. Drivers of Disproportionality

- **School Culture & Climate**
 - Focus on punishment after the fact, need system-wide focus on restorative practices and prevention
 - Inconsistent rules, norms, and expectations for student behavior across school settings
 - Adult response to student behavior sometimes escalates rather than de-escalates situation
 - Some schools struggle to create safe and supportive learning environments
 - School staff may have implicit cultural bias in perceptions of students behavior
- **Classroom Instruction**
 - Curriculum and instructional approaches are not always engaging, challenging
 - District is just beginning explicit social and emotional learning for staff and students
- **External Factors**
 - 70% of our students are eligible for free or reduced price meals
 - Oakland ranks #6 in the nation and #1 in the state for violent crime per 1,000 population*
 - California ranks 49th in per pupil funding allocation for education

* Data Source: FBI data released in September 2011



C. Strategies to Address Drivers

SUPPORTS FOR STUDENTS

- Positive behavioral expectations defined and taught for every context
- Student input on behavioral expectations and reinforcements
- Personalization for middle and high school students (e.g., 9th grade small learning communities)
- Restorative practices that repair harm, restore relationships, and build community
- Trauma informed services & wrap-around supports

SUPPORTS FOR ADULTS

- Training and professional learning about the Common Core State Standards & New Generation Science Standards
- Training and professional learning for school staff re: Caring School Communities, Positive Behavior Intervention & Supports, Restorative Justice, classroom management, conflict resolution
- Training and professional learning for all school staff in cultural awareness and addressing implicit bias, grounded in an asset-based approach to African American male students
- Training and professional learning focused on Social and Emotional Learning and competencies

DISTRICT-WIDE POLICIES, SYSTEMS, FRAMEWORKS

- Voluntary Resolution Plan work
 - New discipline handbook & revised policy
 - Development of a uniform discipline referral form
 - Development of a data system to capture on-campus referrals and interventions
-



C. Strategies to Address Drivers

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- High intensity

1-5%

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

5-15%

Tier 1/Universal Interventions

- All students
- Preventive, proactive

80-90%

Behavioral Systems

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

1-5%

Tier 2/Secondary Interventions

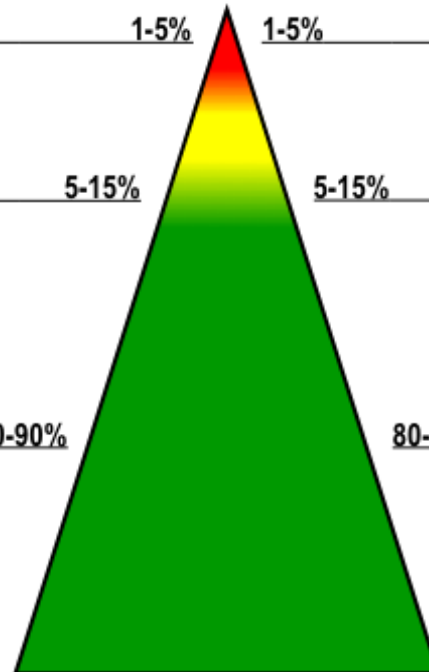
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

5-15%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive

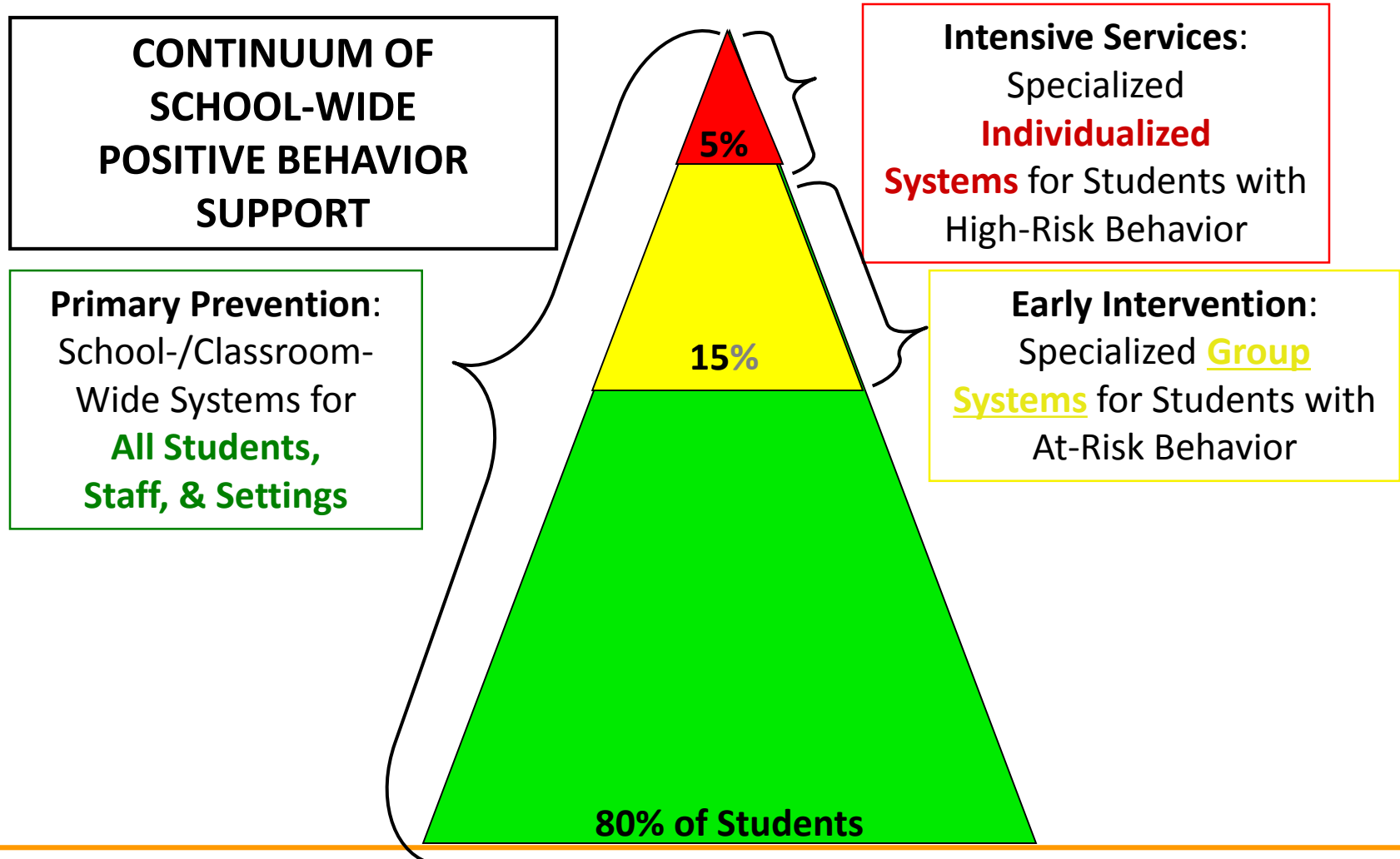
80-90%



©2008 PBS Network. Revised May 15, 2008.
Adapted from "What is schoolwide PBS?"
COEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>



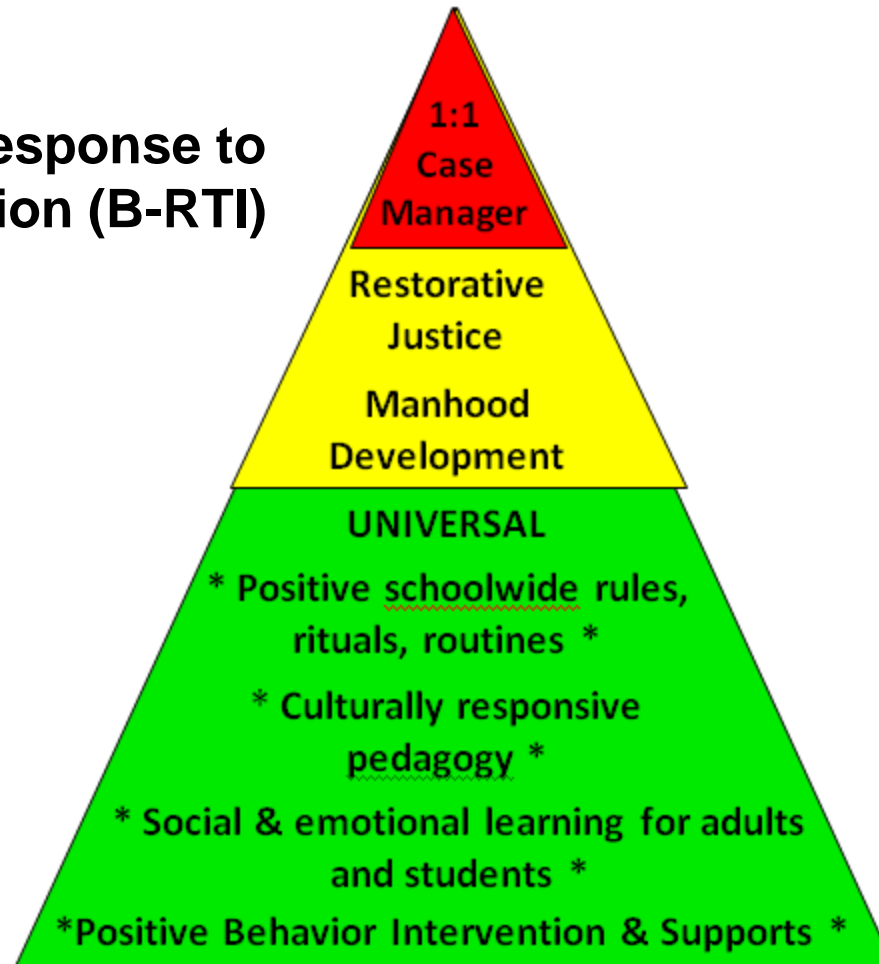
C. Strategies to Address Drivers





C. Strategies to Address Drivers

Behavioral Response to Intervention (B-RTI)





D. What Are Our Outcomes to Date?

- **OUSD:** In **2012**, **8%** of OUSD K-12 students received one or more out-of-school suspensions.
 - **Elementary:** **2.7%** of students received one or more suspensions
 - **Middle:** **17.8%** of students received one or more suspensions
 - **High School:** **12.5%** of students received one or more suspensions
 - African American males were suspended at the highest rate
 - **9.7%** of **African American** male students were suspended
 - **1.8%** of **Latinos** male students were suspended
 - **0.3%** of **Asian** male student were suspended
 - **1.0%** of **white** male students were suspended
-



D. What Are Our Outcomes to Date?

In 2011-12, a number of schools reduced overall suspension incidents & reduced suspension incident rates for African American males by at least 20% over the previous school year.

7 Elementary Schools

4 Middle Schools

8 High Schools



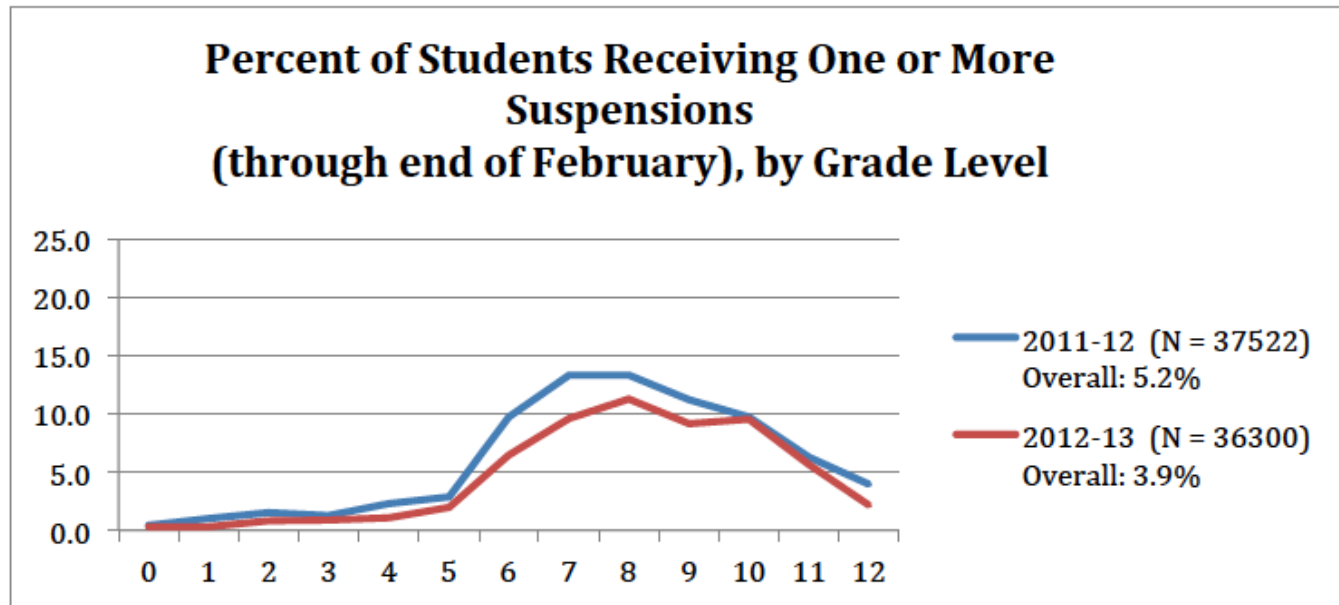
D. What Are Our Outcomes to Date?

Year-to-Date Data Comparison: Balanced Scorecard Metrics

- Suspensions as of February 28, 2013
- Suspensions as of February 29, 2012



D. What Are Our Outcomes to Date?



The student suspension rate rises sharply in Grade 6, peaks in Grade 8, remains high in Grades 9 and 10, then sharply declines in Grades 11 and 12.

This year to date, our **most notable reductions are in Grades 6-9.**

All data as of end of February 2012 and 2013



D. What Are Our Outcomes to Date?

Year-to-Date: End of February 2012 & 2013

Overall, as of the end of February 2013, the percentage of students receiving one or more out-of-school suspension is lower as compared to the same time period in 2012. Current rates also remain lower than end-of-year 2012 rate of 8% district-wide.

- **District-Wide:** 4.2% in 2013, compared to 5.7% in 2012

- **School Level:**

Elementary: 0.9% in 2013, compared to 1.6% in 2012 (-0.7%)

Middle School: 9.4% in 2013, compared to 13.0% in 2012 (-3.6%)

High School: 7.3% in 2013, compared to 8.9% in 2012 (-1.6%)

All data as of end of February 2012 and 2013



D. What Are Our Outcomes to Date?

ELEMENTARY SCHOOL

All Elementary Students: **0.9%** in 2013, compared to **1.6%** in 2012 (-0.7%)
African American Male: **3.1%** in 2013, compared to **6.0%** in 2012 **(-2.9%)***

MIDDLE SCHOOL

All Middle School Students: **9.4%** in 2013, compared to **13.0%** in 2012 (-3.6%)
African American Male: **19.2%** in 2013, compared to **28.1%** in 2012 **(-8.9%)****
Latino Male: **9.0%** in 2013, compared to **12.4%** in 2012 **(-3.4%)***

HIGH SCHOOL

All High School Students: **7.3%** in 2013, compared to **8.9%** in 2012 (-1.6%)
African American Male: **15.6%** in 2013, compared to **18.3%** in 2012 **(-2.7%)****
Latino Male: **7.7%** in 2013, compared to **10.8%** in 2012 **(-3.1%)***

*** (-%)* green percentages show suspension reductions for the year-to-date for Balanced Scorecard groups with 2012-13 target to reduce suspensions by 5%.**

*** (-%)* orange percentages show suspension reductions for the year-to-date for Balanced Scorecard group [African American males] with 2012-13 target to reduce suspensions.**

All data as of end of February 2012 and 2013.

D. How Is It Going?

Reginald & Ronald Richardson, Co-Principals, Claremont Middle School *[Transforming Middle School Culture]*

Leroy Gaines, Principal, ACORN Woodland Elementary *[Culture of High Academic Expectations]*

Amy Carozza, Principal, Coliseum College Prep Academy *[Role of Wraparound, Trauma-Informed Services]*

Chris Chatmon, Executive Director, Office of African American Male Achievement, and Lead Project Manager for implementation of the Office of Civil Rights Agreement to Resolve (aka VRP)

D. How Is It Going?

Year-to-Date: End of February 2012 & 2013

CLAREMONT MIDDLE SCHOOL

All Claremont Students: **7%** in 2013, compared to **35%** in 2012 **(-28%)**
African American Male: **16%** in 2013, compared to **53%** in 2012 **(-37%)**

COLISEUM COLLEGE PREP ACADEMY (CCPA)

All CCPA Students: **3%** in 2013, compared to **13%** in 2012 **(-10%)**
African American Male: **10%** in 2013, compared to **49%** in 2012 **(-39%)**

All data as of end of February 2012 and 2013

D. How Is It Going?

The VRP Work

The Voluntary Resolution Plan is an agreement between the District and the Office of Civil Rights to reduce unequal punishment of our African American students so we can keep them in school and make sure they graduate. We are creating a school system that makes our African American students feel they belong and matter to us. By listening to and partnering with families and organizations, we are developing the culture, climate and conditions for success. It is our goal to transform our discipline practices from punitive to restorative and nurturing.

TOGETHER WE WILL:
ENGAGE. ENCOURAGE. EMPOWER.



AAMA
AFRICAN AMERICAN MALE ACHIEVEMENT

E. What Are We Learning?

Systemic transformation of school culture requires prioritization of resources

