



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Oakland Unified School District Board Balanced Scorecard Accountability Report Study Session: Student 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

Keep children
in the classroom,
engaged in
learning

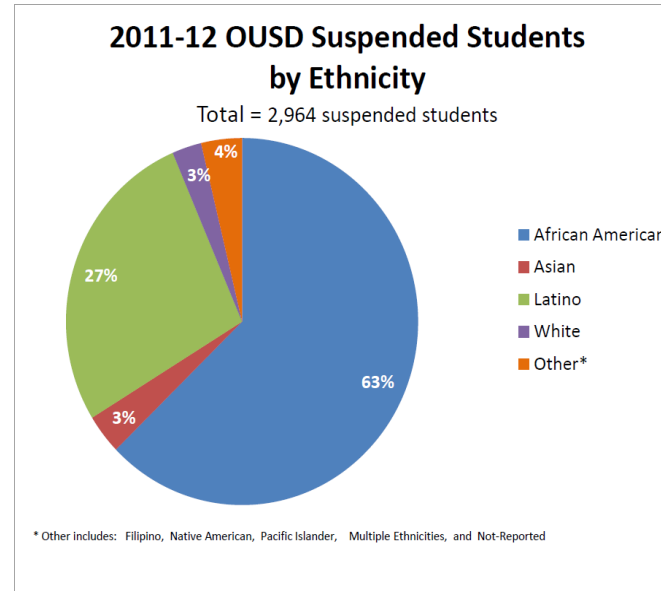
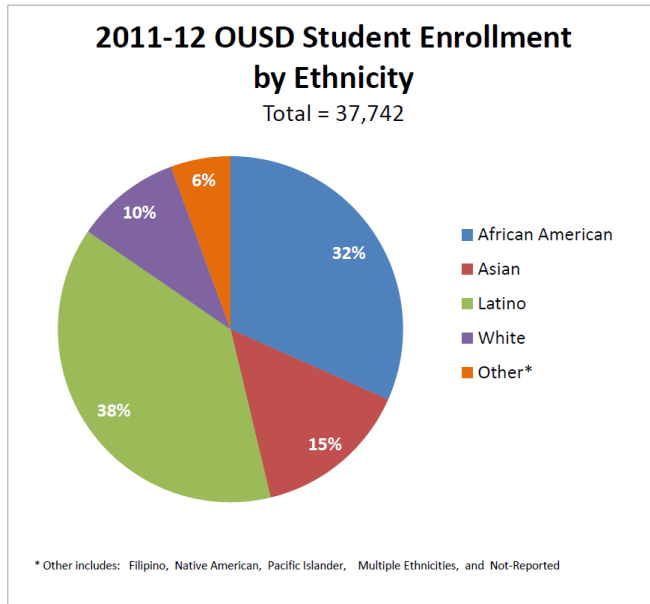


A. Districtwide Targets

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**
 - Punitive or “zero tolerance” approach to school discipline
 - Inconsistent rules, norms, and expectations for student behavior across school settings
 - Focus on punishment after the fact, not on prevention
 - Adult response to student behavior escalates rather than de-escalates situation
 - Teachers struggle with classroom management
 - School staff cultural bias in perceptions of students behavior
 - **Classroom Instruction**
 - Curriculum and instructional approaches are not engaging, challenging
 - Lack of explicit social and emotional learning for staff and students
 - **External Factors**
 - School practices are not trauma informed or culturally responsive
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C. Strategies to Address Drivers

- **Engaging Instruction with Attention to Common Core State Standards & New Generation Science Standards**
 - **Cultural Awareness / Addressing Bias**
 - **Defining Core Elements for Response to Intervention**
 - Positive behavioral expectations defined and taught for every context
 - Ongoing teacher training and coaching
 - Student input on behavioral expectations and reinforcements
 - **Culture Shift: Focus on Prevention/Restorative Practices**
 - Positive shared values, expectations, and norms for adults and students
 - Personalization for middle school and high school students (e.g., 9th grade small learning communities)
 - Restorative practices that repair harm, restore relationships, and build community
 - Social and emotional learning taught and practiced by adults
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C. Strategies to Address Drivers

- **Asset-based Approach to African American Male Students**
 - Creating the Counter-Narrative of African American Male Achievement
 - Manhood Development Program
 - **Wraparound Supports for Students**
 - Trauma Services, Positive Behavior Interventions & Supports, Conflict Resolution. Full Service Community Schools approach to support the whole child and respond to the issues that students bring to school.
 - **District-wide Policies, Programs, Frameworks**
 - New Discipline Handbook & Revised Policy
 - Defining core elements for a Response to Intervention (RTI) program
 - Development of a uniform discipline referral form
 - Development of a system to capture on-campus disciplinary referrals & interventions
 - **Social & Emotional Learning for Adults and Students**
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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
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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



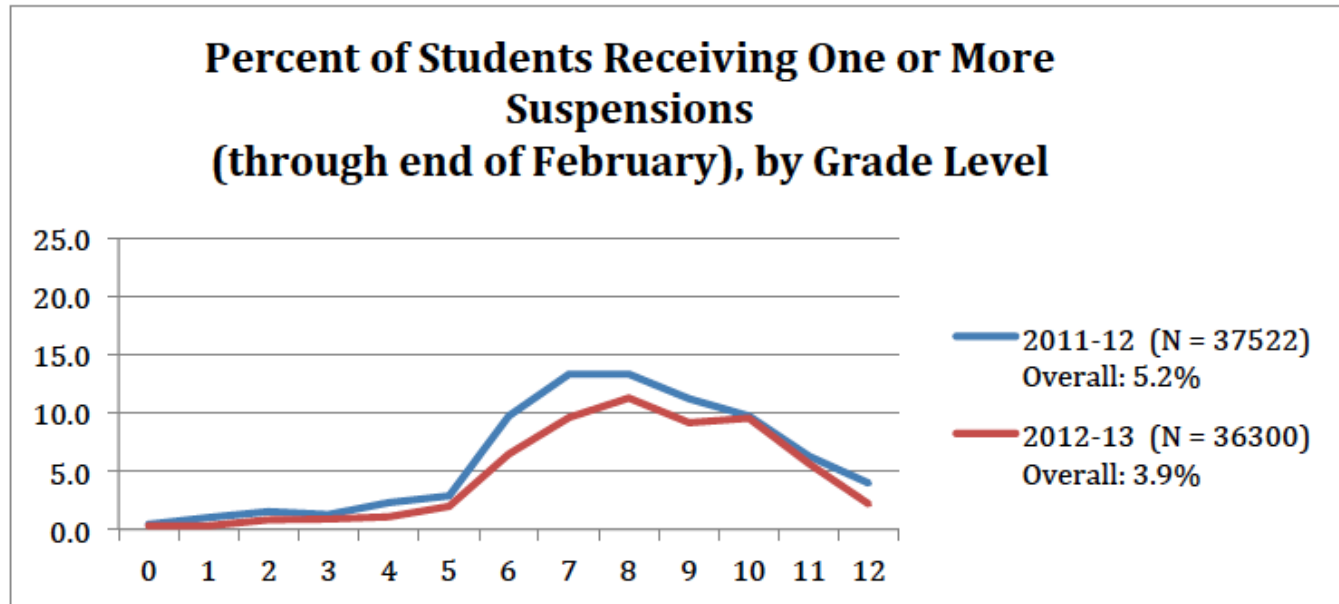
D. What Are Our Outcomes to Date?

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.



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 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.
 - Middle School:* 9.4% in 2013, compared to 13.0% in 2012.
 - High School:* 7.3% in 2013, compared to 8.9% in 2012.

All data as of end of February 2012 and 2013



D. What Are Our Outcomes to Date?

MIDDLE SCHOOL

All Students: **9.4%** in 2013, compared to **13.9%** in 2012

African American Male: **19.2%** in 2013, compared to **28.1%** in 2012

Latino Male: **9.0%** in 2013, compared to **12.4%** in 2012

HIGH SCHOOL

All Students: **7.3%** in 2013, compared to **8.9%** in 2012

African American Male: **15.6%** in 2013, compared to **18.3%** in 2012

Latino Male: **7.7%** in 2013, compared to **10.8%** in 2012

DISTRICT-WIDE

All Students: **0.9%** in 2013, compared to **1.5%** in 2012

African American Male: **10.3%** in 2013, compared to **14.5%** in 2012

Latino Male: **4.0%** in 2013, compared to **5.7%** in 2012

All data as of end of February 2012 and 2013.

D. How Is It Going?

Chris Chatmon, Executive Director, Office of African
American Male Achievement

Reginald & Ronald Richardson, Co-Principals, Claremont
Middle School

Leroy Gaines, Principal, ACORN Woodland Elementary

Amy Carozza, Principal, Coliseum College Prep Academy

To be confirmed

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.

D. How Is It Going?

- Transforming School Culture & School Discipline
 - Transforming middle school culture [Claremont]
 - Culture of high academic expectations [ACORN Woodland]
 - Role of wraparound, trauma-informed services [CCPA]
 - How Restorative Justice transforms relationships [Bunche]

<http://www.nbcbayarea.com/news/local/Restorative-Justice-Helps-Kids-in-Oakland-193851611.html>

D. How Is It Going?

Who Are Our Partners?

Local:

- Urban Strategies Council
- Restorative Justice for Oakland Youth (RJOY)
- Lincoln Child Center
- Partners in School Innovation
- Alameda County Health Care Services Agency/Behavioral Health Care Services
- Catholic Charities
- Oakland Kids First
- Youth UpRising
- Boys and Men of Color
- Thelton E. Henderson Center for Social Justice, UC Berkeley Law
- NAACP
- Oakland Police Dept./COPS grant

- All City Council
- Hedy Chang/Attendance Works

Statewide/National:

- The California Endowment
- Atlantic Philanthropies
- The Equity Project at Indiana U.
- National Council on Crime & Delinquency
- CASEL – Collaborative for Academic, Social and Emotional Learning
- Santa Clara County Office of Education – PBIS Technical Assistance
- WestEd
- California Youth outreach
- California Department of Education

...And Many Others



E. What Are We Learning?

What's Needed: A Systemic Approach

TOGETHER WE WILL:
ENGAGE. ENCOURAGE. EMPOWER.



AAMA
AFRICAN AMERICAN MALE ACHIEVEMENT