OIHS SPSA Data Set

Oakland International High School

Progress To Goals

2017-2018
Schoolwide Data

College Enrollment

2016	All Schools	All Students	1,710	29.8% N = 509	33.6% N = 574	36.7% N = 627

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
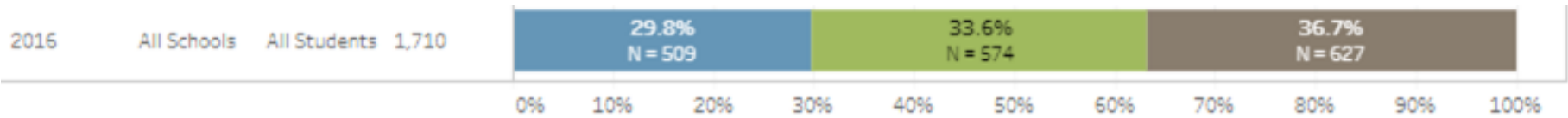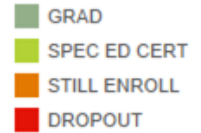
OIHS newcomer students enroll in post secondary programs at a rate comparable to the district as a whole and longitudinal data showed they persisted at slightly higher rates than their district counterparts.

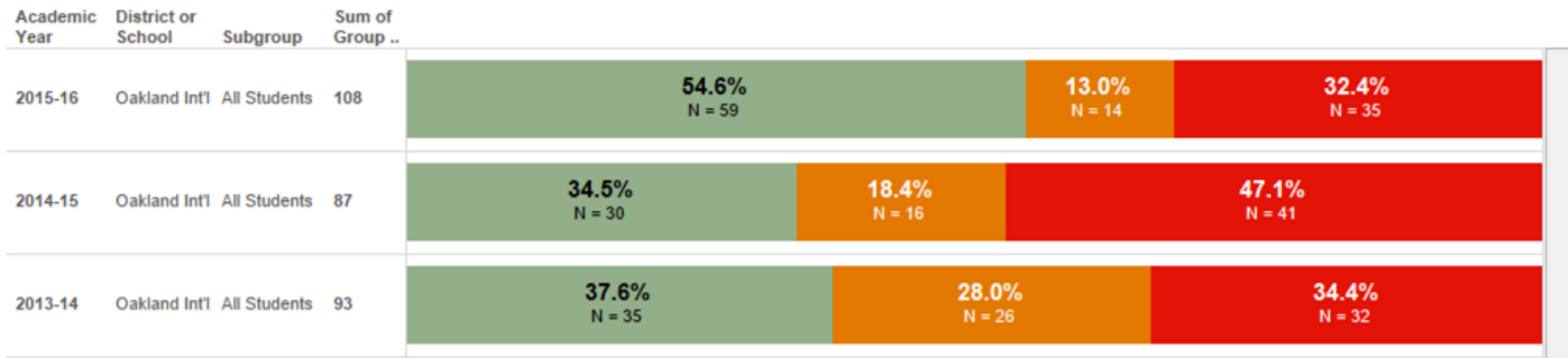## HS Graduates Enrolling in College Within 1 Year of HS Graduation

Year of HS Grad Year	Select Dist/ School/Path	Select Subgroup	Total			
2016	Oakland Int'l	All Students	73	21.9% N = 16	43.8% N = 32	34.2% N = 25
2015	Oakland Int'l	All Students	87	9.2% N = 8	57.5% N = 50	33.3% N = 29
2014	Oakland Int'l	All Students	54	11.1% N = 6	50.0% N = 27	38.9% N = 21
2013	Oakland Int'l	All Students	41	17.1% N = 7	46.3% N = 19	36.6% N = 15
2012	Oakland Int'l	All Students	46	10.9% N = 5	28.3% N = 13	60.9% N = 28

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

% of HS Graduates

Graduation Rate

Legend:
- GRAD
- SPEC ED CERT
- STILL ENROLL
- DROPOUT

Cohort Graduation & Dropout

Select Year	View by District/School	Select School	View by Group	Select Group(s)
All	School	Oakland Int'l	All Students	All

Academic Year	District or School	Subgroup	Sum of Group ..	Chart
2015-16	Oakland Int'l	All Students	108	54.6% N = 59 / 13.0% N = 14 / 32.4% N = 35
2014-15	Oakland Int'l	All Students	87	34.5% N = 30 / 18.4% N = 16 / 47.1% N = 41
2013-14	Oakland Int'l	All Students	93	37.6% N = 35 / 28.0% N = 26 / 34.4% N = 32

Data dashboards show a 54.6% graduation rate and a 13% continuing in OUSD rate for 2016. This number is not accurate, and in fact is much higher. Current data (district and state) reflects 4 year grad data and doesn't capture our long term grad rate. Many of our students require additional time to graduate.
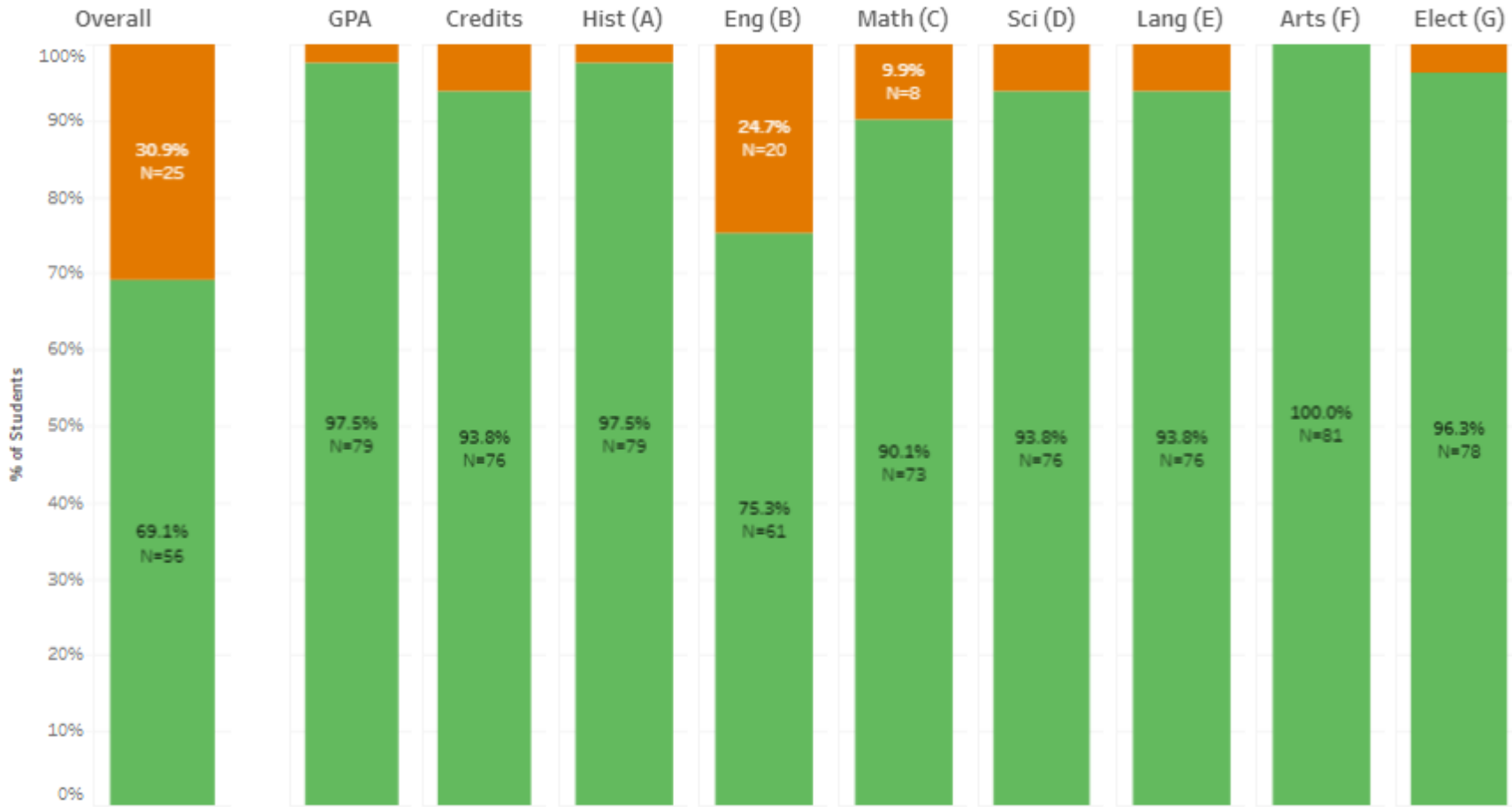
For example, state data shows 47% drop out/non-grad rate for the class of 2015. However, our internal data matched to the state cohorts shows in the class of 2015, the five-year graduation rate was 72%, with a 28% dropout or non-completion rate.
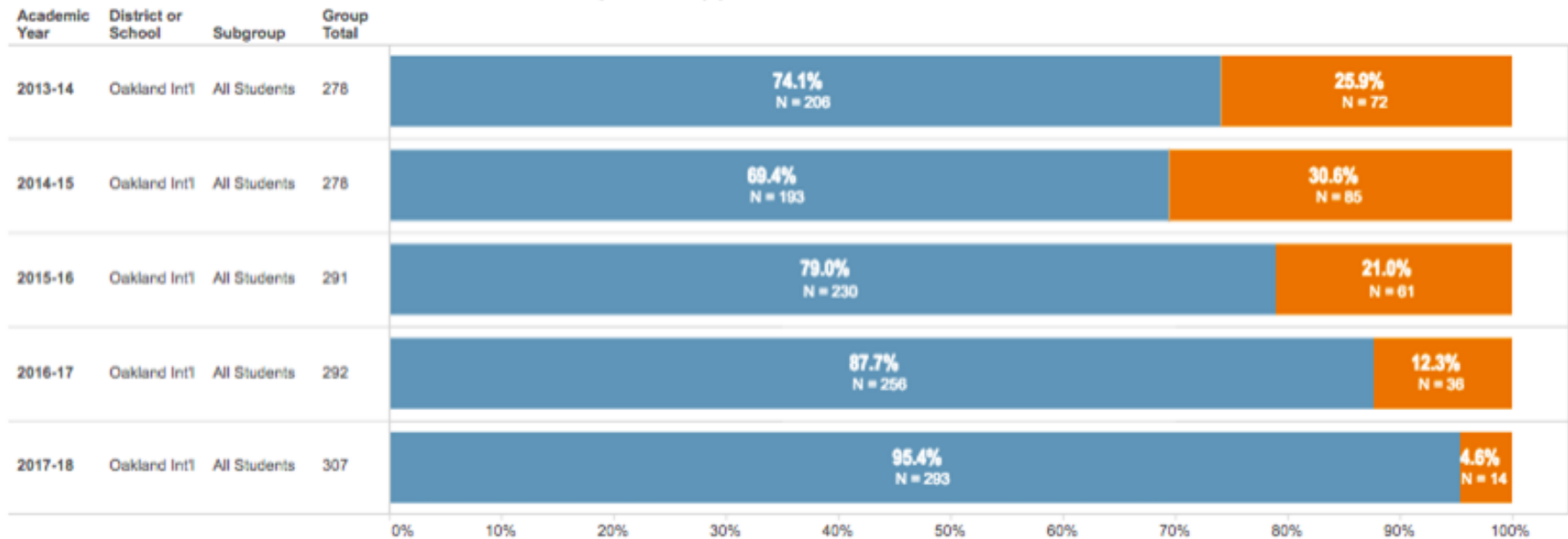
On-Track to Graduate 11th Grade (April 2018)
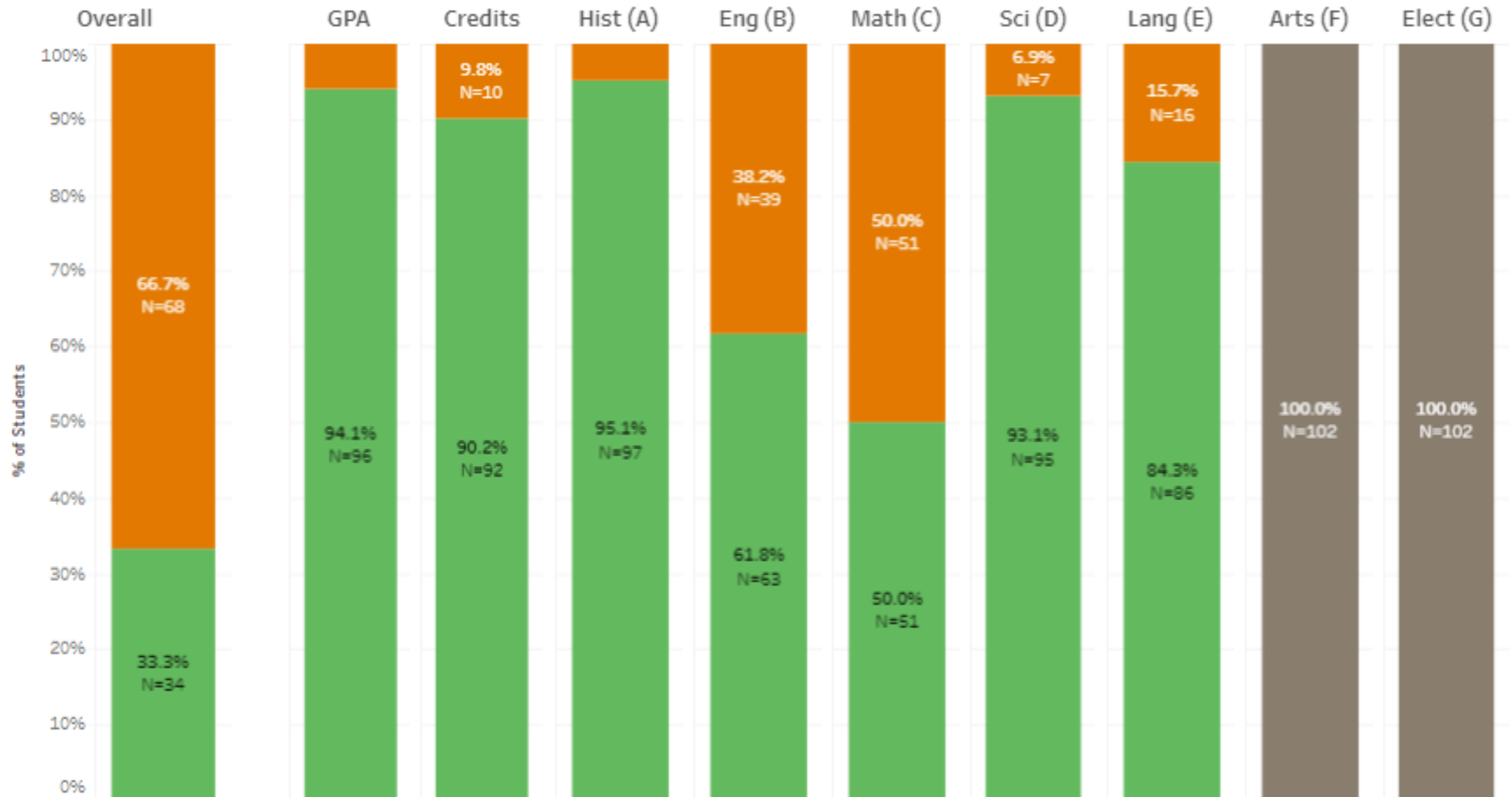
Data was last updated on **April 2, 2018**. For more information about the data on this report, please contact **Kevin Schmidke** at kevin.schmidke@ousd.org.

On track to graduate 12th grade (April 2018)

Overall
- 30.9% N=25 (orange)
- 69.1% N=56 (green)

GPA
- 97.5% N=79

Credits
- 93.8% N=76

Hist (A)
- 97.5% N=79

Eng (B)
- 24.7% N=20 (orange)
- 75.3% N=61 (green)

Math (C)
- 9.9% N=8 (orange)
- 90.1% N=73 (green)

Sci (D)
- 93.8% N=76

Lang (E)
- 93.8% N=76

Arts (F)
- 100.0% N=81

Elect (G)
- 96.3% N=78

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Pathway Enrollment

Percent and Number of Students Enrolled in a Pathway - Grade(s) 10, 11, 12

Academic Year	District or School	Subgroup	Group Total		
2013-14	Oakland Int'l	All Students	278	74.1% N = 206	25.9% N = 72
2014-15	Oakland Int'l	All Students	278	69.4% N = 193	30.6% N = 85
2015-16	Oakland Int'l	All Students	291	79.0% N = 230	21.0% N = 61
2016-17	Oakland Int'l	All Students	292	87.7% N = 256	12.3% N = 36
2017-18	Oakland Int'l	All Students	307	95.4% N = 293	4.6% N = 14

95.4% of students are enrolled in the school pathway compared to 80.3% of 10-12th graders districtwide.

2017-18	All Schools	All Students	7,211	78.1% N = 5,633	21.9% N = 1,578
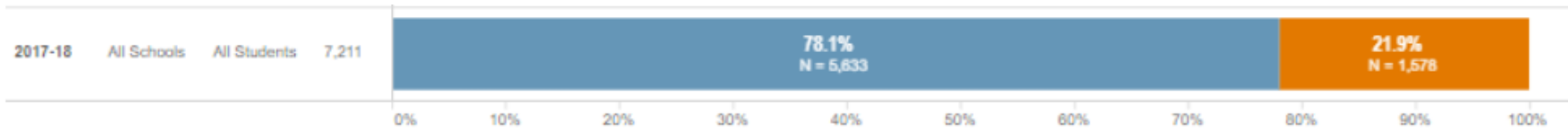
OIHS Dual Enrollment

DUAL ENROLLMENT - COURSE GRADES

Legend: A, B, C, F, W

Select Term	View by Dist/School/Path	Select Dist/School/Path	View by Course	Select Course	View by Subgroup	Select Subgroup
All	School	Oakland Int'l	All Courses	All	All Students	All

Dual Enrollment - Oakland Int'l

Term	Dist/School/Path	Course	Group	Total				
2016-17 Spring	Oakland Int'l	All Courses	All Students	47	51.1% N=24	23.4% N=11	8.5% N=4	17.0% N=8
2016-17 Fall	Oakland Int'l	All Courses	All Students	48	39.6% N=19	20.8% N=10	14.6% N=7	22.9% N=11
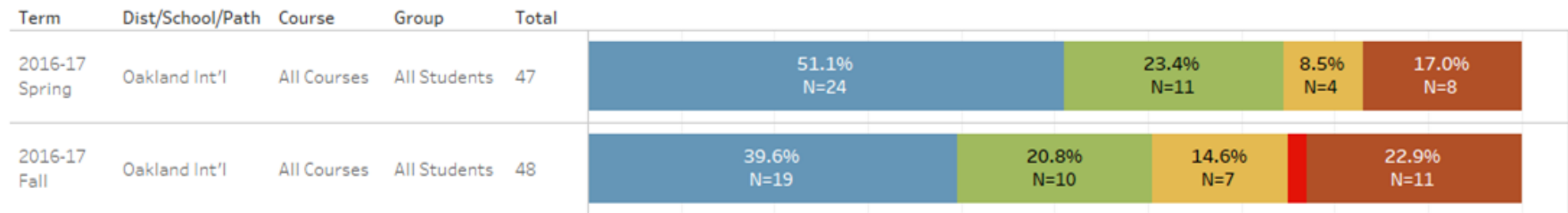
Dual Enrollment - District

Term	Dist/School/Path	Course	Group	Total					
2016-17 Fall	District	All Courses	All Students	806	39.1% N=315	23.4% N=189	16.7% N=135	8.3% N=67	7.7% N=62
2016-17 Spring	District	All Courses	All Students	826	32.6% N=269	24.7% N=204	18.0% N=149	9.2% N=76	7.5% N=62

(Axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%)
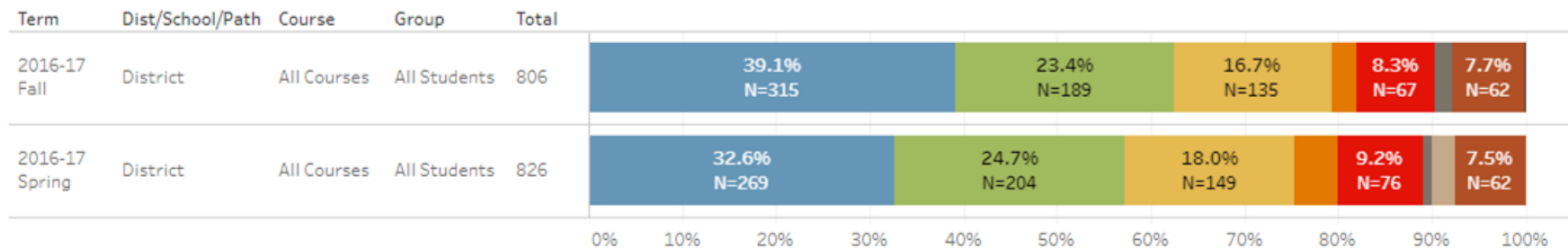
OIHS has a 83% pass rate for dual enrollment compared to a district passage rate of 79.9%. OIHS offers 3 English and 3 Math dual enrollment courses. The math course sequence is designed to either allow kids to complete their UC/CSU math requirement prior to graduation or to enroll in a credit bearing class upon graudation and avoid remediation courses. OIHS does not offer AP classes however support students to take the exam. 4.1% of our students (14% of seniors) passed an AP exam.

A to G Completion Data

For the past 3 years, Oakland International has outperformed the district as a whole in its A to G completion rate:

49% OIHS vs 44% OUSD in 2016-17

For the past 5 years, Oakland International far out performed the district's ELL A to G completion rate:

49% OIHS vs 27% OUSD ELLs in 2016-17

Guiding Questions

- ## How do you need to grow?
  - Need to address disparity in suspension rates for Yemeni boys
  - Continue to invest in multiple opportunities during the academic year, post session and summer for students to make up missing credits
  - Strengthen KDOL classes and align them to Internationals Approach to teaching
  - Reinforce supports for sife/UAC students who enter OIHS age 16 or older
  - Find replacement mental health resources for UAC students
  - Align PD and coaching to support increased reading across the curriculum

Progress To Goals

2017-2018 Literacy Data

Reading Trends @ OIHS

In fall 2017 ---- 47% of OUSD high school students scored multiple years behind grade level in SRI compared to 95% of OIHS students …. reading data analysis for high school newcomers is extremely difficult. District dashboards are not designed to track progress in literacy development for newcomers. For example, nearly all students including those making tremendous growth are lumped into the same category "multiple years below" proficiency. Students who are making negative growth, arrived in the US last week and have a zero score, and students with strong growth appear in the same performance band. Until a dashboard is built that tracks newcomer status (N1, N2, N3) and raw SRI scores, OIHS must track its own data - a truly laborious process. That said, we have tracked reading matched SRI scores for students by grade level and newcomer status.

Our findings show that from fall 2016- spring 2017, 33% of students in the school grew at least 100 points on SRI, averaging 212 points growth. 35% of non-sife students and 27% of sife students are reflected in this data set.

42% of the school had flat or scores below 100 points of growth, averaging 27 points growth.   The distribution of "flat/low growth" students across grade levels was failrly consistent averaging between 41-43% between 9th and 12th grades. There was however, a spike in N2students in which 52% demonstrated flat/low growth.   Most SIFE students, 63%, were reflected in this data set as compared to 33% of non-sife students.
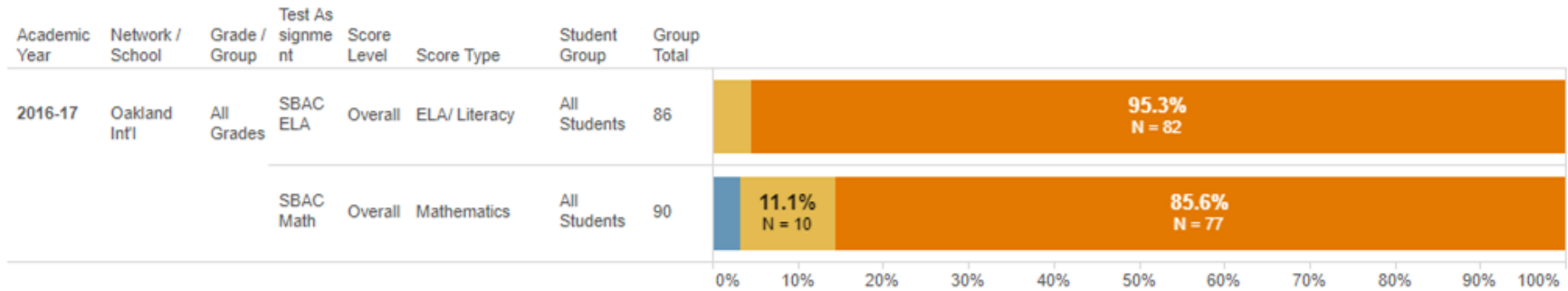
15% of the school had declining scores.   Further interrigation of the data showed declines primarily occurred among 12th grade non-sife students. It is unclear if the results were "valid" or if seniors didn't fully apply themselves to the year end SRI test. Interestingly while SIFE students comprised 30% of the sample size, they comprised only 8% of students with declining scores.

The 11th graders outperformed all other grade levels in every measurement, 46% high growth (avg 33%), 45% non-sife high growth (average 35%) and 38% sife high growth (average 27%).   The trend also held true when looking at years in the country (N status). Best practices in the 11th grade were identified and through coaching and department PD have been disseminated to other grade levels for 2017-18. We plan on deepening the alignment of the curriculum, using 11th grade as a model in 2018-19.

SBAC - ELA & Math

SBAC Score Comparisons

Academic Year	Network / School	Grade / Group	Test Assignment	Score Level	Score Type	Student Group	Group Total	
2016-17	Oakland Int'l	All Grades	SBAC ELA	Overall	ELA/ Literacy	All Students	86	95.3% N = 82
			SBAC Math	Overall	Mathematics	All Students	90	11.1% N = 10 / 85.6% N = 77

0% ELA Standards Met. All of our students are newcomers and by definition not be able to score proficient on a test measuring proficency in 11th grade ELA standards.   SRI and SIPPs are better measures for newcomer students to demonstrate language growth.

3.3% Math Standards Met: All of our students are newcomers and reading comprehension of math problems in English make demonstating math procifiency problematic; we need better measures, less dependent on English literacy, to determine and track actual mastery of mathematic concepts.

In 2016-17 the math department moved to standards based grading in order to track mastery of individual skills.
The math department is now using IXL math, which requires little English, to provide individually targeted practice and monitoring of skills.

Reflection & Engagement Process

What are your current literacy strategies?
- All students at OIHS have a literacy support class
- All classes have a scope and sequence document that outlines texts to be used in close reading activities

What's working? Why?
- In SY 2016-17, the 11th graders outperformed all other grade levels in SRI growth, 46% of student had high growth (avg 33%), 45% non-sife high growth (average 35%) and 38% sife high growth (average 27%). The trend also held true when looking at years in the country (N status). Best practices in the 11th grade were identified and through coaching and department PD have been disseminated to other grade levels for 2017-18. We plan on deepening the alignment of the literacy curriculum, using 11th grade as a model in 2018-19.

What's not working? Why not?
- In Dec 2017 coaches and admin shadowed students - covering every classroom at OIHS. Every 3 minutes they documented the type of task the focal student was engaged in. While individual classrooms may have had a rich reading activity, wholistically, students were not engaged in complex texts at a level sufficient to support rapid reading gains.

What is this data telling you about how your school needs to grow in literacy?
- Over the course of Spring 2018, administration, coaches, leadership and individual teachers examined this data and set goals for the upcoming year to increase reading across the curriculum. The PD arch for retreats, summer work, coaching, and SY 2018-19 was aligned to support this work..

Create Literacy Goals for SPSA

Literacy Goal 2018-2019	Related Indicator	Target Student Group(s)	2017-2018 Baseline	2018-2019 Target	Related WASC Goal
Increase by 100% the time students read complex and content related texts in every classroom as mesured by student shadowing.		All	6%	12%	1. Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction
Reading teachers plan year long, holistic plans with an essential question, authentic reading audiences, aligned reading strategies, and independent practice to support reading growth (SIPPS, Empower, Lexia, etc.) .... this was an identified best practice in 11th grade.		All	1 teacher	4 teachers	1. Adaption of curriculum to meet the needs of a growing SIFE population with particular emphasis on reading, data collection, and data driven instruction

EVERY STUDENT THRIVES!

**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

www.ousd.org   @OUSDnews

1000 Broadway, Suite 680, Oakland, CA 94607

Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org