Black Student Thriving Data Report

April 27, 2022

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Ask of the Board

Provide the Board with additional data as a follow-up to the Black Students Thriving Report on March 9, 2022.

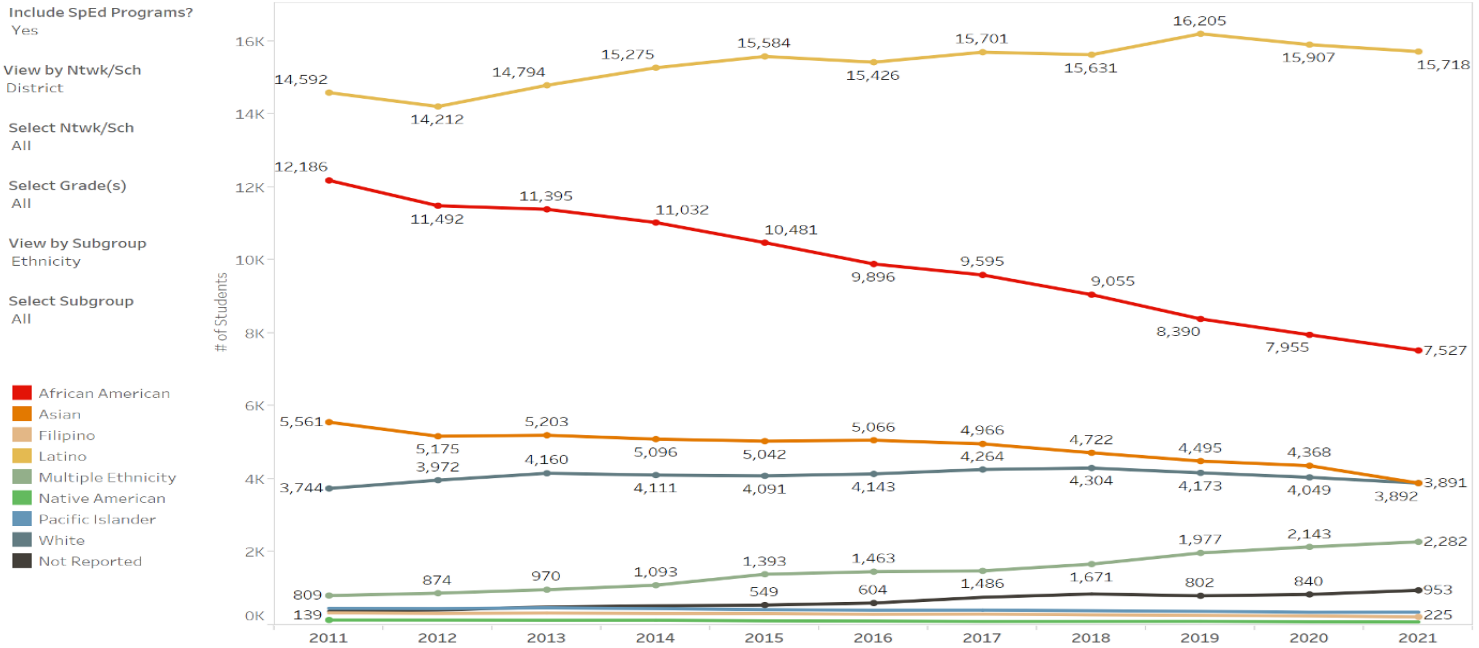
Overview

- Enrollment trends
- Early childhood enrollment
- Chronic Absenteeism
- Suspension Incidents
- Over/Underrepresentation of Discipline Actions
- A-G enrollment rates
- AP participation
- Graduation rates

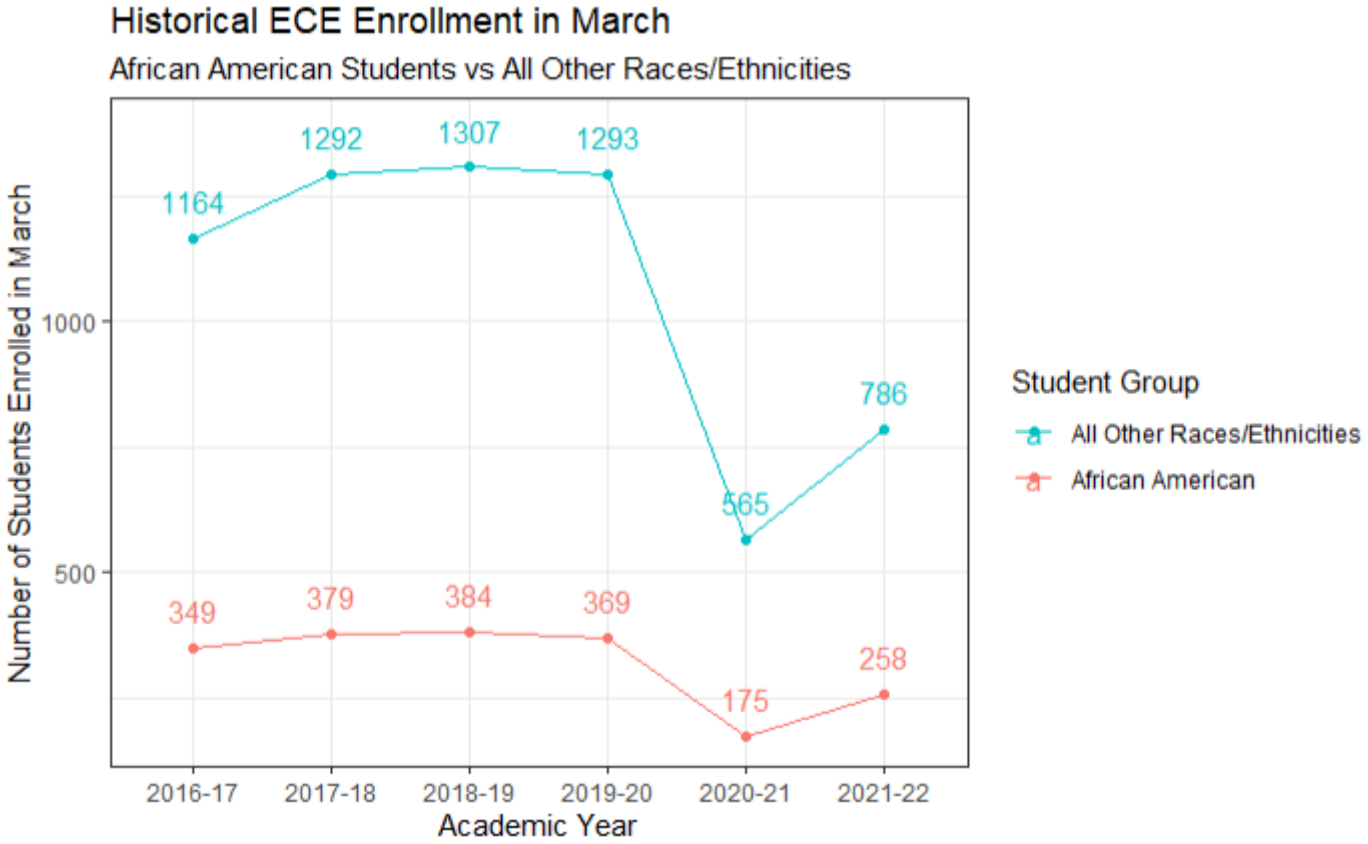
Enrollment Trends (2011 - 2021)

Historical Aeries Enrollment on Fall Census Day

Data Source: Aeries, Grades TK - 12. **Network/School:** All Schools. **Grade(s):** All
Notes: Preliminary enrollment data extracted from Aeries SIS immediately on Fall Census Days (first Wednesday of each October). Enrollment data includes only OUSD district-run schools. For any comments or questions about this dashboard, email **james.tharp@ousd.org**



Early Childhood Enrollment (2017 - YTD as of April 4, 2022)



Chronic Absenteeism (2017 - YTD as of April 4, 2022)

Attendance Group "Do It Yourself" Snapshot

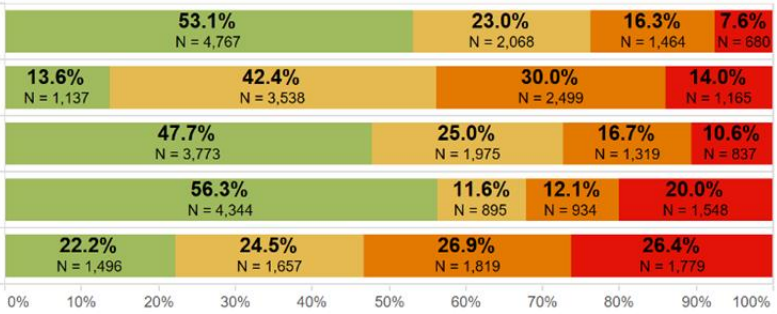
As Of March 14, 2022

Data Last Refreshed On: March 14, 2022

Attendance Rate Group
- Satisfactory
- At Risk
- Moderate Chronic Absent
- Severe Chronic Absent

Select Academic Year(s)	View By Grade Group	View By Network / School	View By Group 1	View By Group 2	View By Group 3	View By Group 4
Multiple values	All Grades	District	Ethnicity	Ethnicity	Ethnicity	Ethnicity
Individual Schools Included	**Select Grade Group**	**Select Network / School**	**Select Group(s) 1**	**Select Group(s) 2**	**Select Group(s) 3**	**Select Group(s) 4**
All	All	All	African American	African American	All	All

Academic Year	Network School Pathway Cust	Grade Group Cust	Student Group 1	Student Group 2	Student Group 3	Student Group 4	Group Total	Chronic Absent % Overall
2017-18	All Schools	All Grades	African American	African American	African American	African American	8,979	23.9%
2018-19	All Schools	All Grades	African American	African American	African American	African American	8,339	43.9%
2019-20	All Schools	All Grades	African American	African American	African American	African American	7,904	27.3%
2020-21	All Schools	All Grades	African American	African American	African American	African American	7,721	32.1%
2021-22	All Schools	All Grades	African American	African American	African American	African American	6,751	53.3%



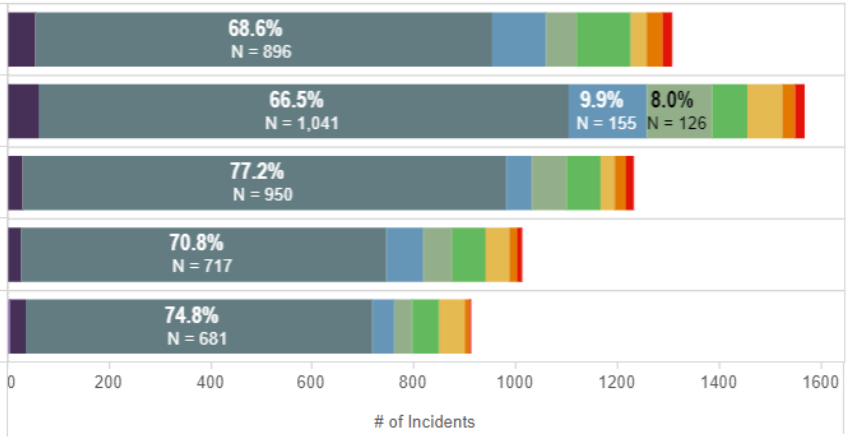
OSS Suspension Incidents (2017 - YTD as of April 4, 2022)

OSS Suspension Incidents by Year

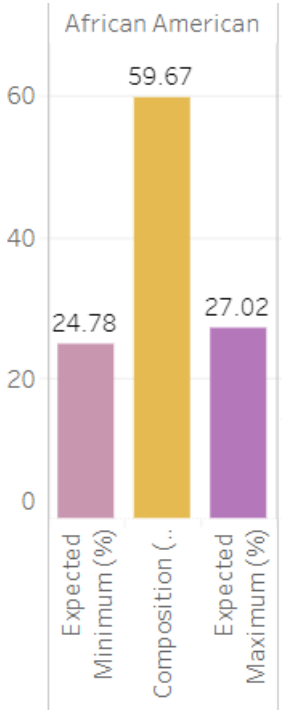
Select Year(s)	View by Network/School	Select Net/School(s)	View by Grade	Select Grade(s)	View by Group	Select Group(s)	View End of Year or Year to Date?
(Multiple values)	District	All Schools	All Grades	All Grades	Ethnicity	African American	run on to EOY

Percent and Number of Suspension Incidents

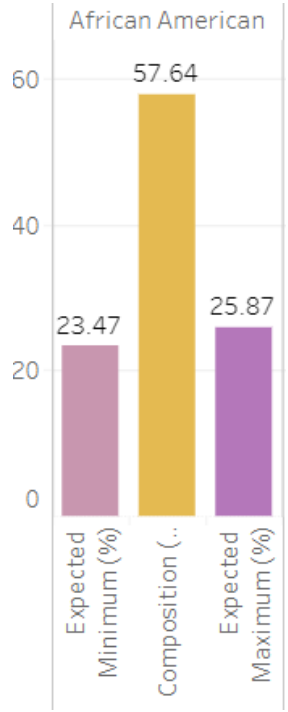
YR1	Network/Scho..	Select Grade(s)	Subgroup	Comparison Incident Total
2016-17	All Schools	All Grades	African American	1307
2017-18	All Schools	All Grades	African American	1566
2018-19	All Schools	All Grades	African American	1231
2019-20	All Schools	All Grades	African American	1013
2021-22	All Schools	All Grades	African American	911



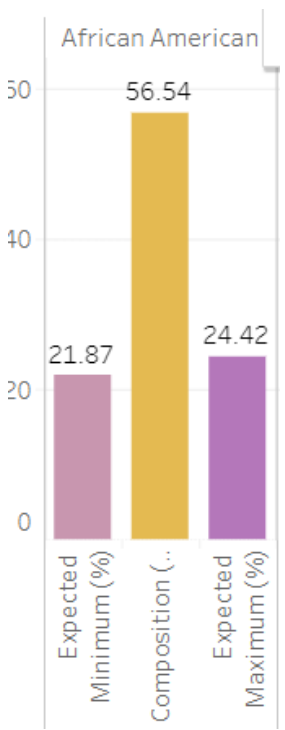
Over and Under Representation of Students Receiving Discipline Actions



2017-18



2018-19



2019-20

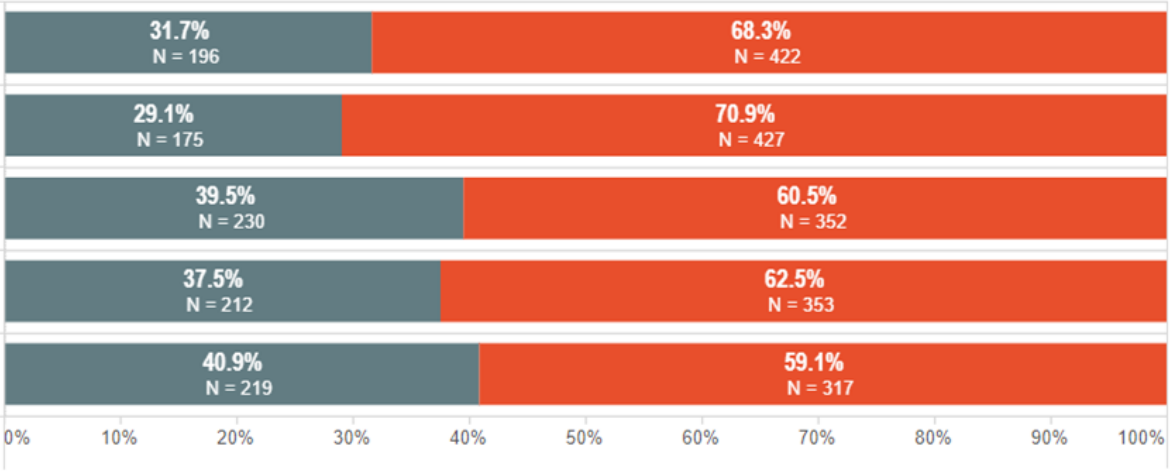
Graphs show whether African American students are above or below the expected maximum or minimum of what is expected given the percentage of enrolled African American students.

A-G Completion (2017 - YTD as of April 4, 2022)

A-G Completion - 12th Grade Graduates Only

Select Year(s)	View by School/Pathway	Select School/ Pathway(s)	View by Subgroup	Select Subgroup(s)
(Multiple values)	District	All Schools	Ethnicity	African American

Academic Year	School or Pathway	Subgroup	Group Total
2016-17	All Schools	African American	618
2017-18	All Schools	African American	602
2018-19	All Schools	African American	582
2019-20	All Schools	African American	565
2020-21	All Schools	African American	536



AP Course Participation (2017 - YTD as of April 4, 2022)

AP Course Enrollment

Select Academic Year	Select Grade	View by Dist/School/Path	Select Dist/School/Path	View by Group	Select Group	Time Select
(Multiple values)	(Multiple values)	District	All Schools	Ethnicity	African American	Current

AP Courses

3 or More AP Courses | 2 AP Courses | 1 AP Course | No AP Course

Students Enrolled in 1 or More AP Course - Grade 10, 11, 12

Year	District or School	Group	Total	3 or More AP Courses	2 AP Courses	1 AP Course	No AP Course
2016-17	All Schools	African American	2,057			9.3% N=191	85.2% N=1,752
2017-18	All Schools	African American	1,971			11.7% N=230	83.9% N=1,653
2018-19	All Schools	African American	1,954			11.5% N=225	84.5% N=1,651
2019-20	All Schools	African American	1,892			11.4% N=216	84.0% N=1,590
2020-21	All Schools	African American	1,909	5.0% N=95	12.4% N=236		81.6% N=1,557

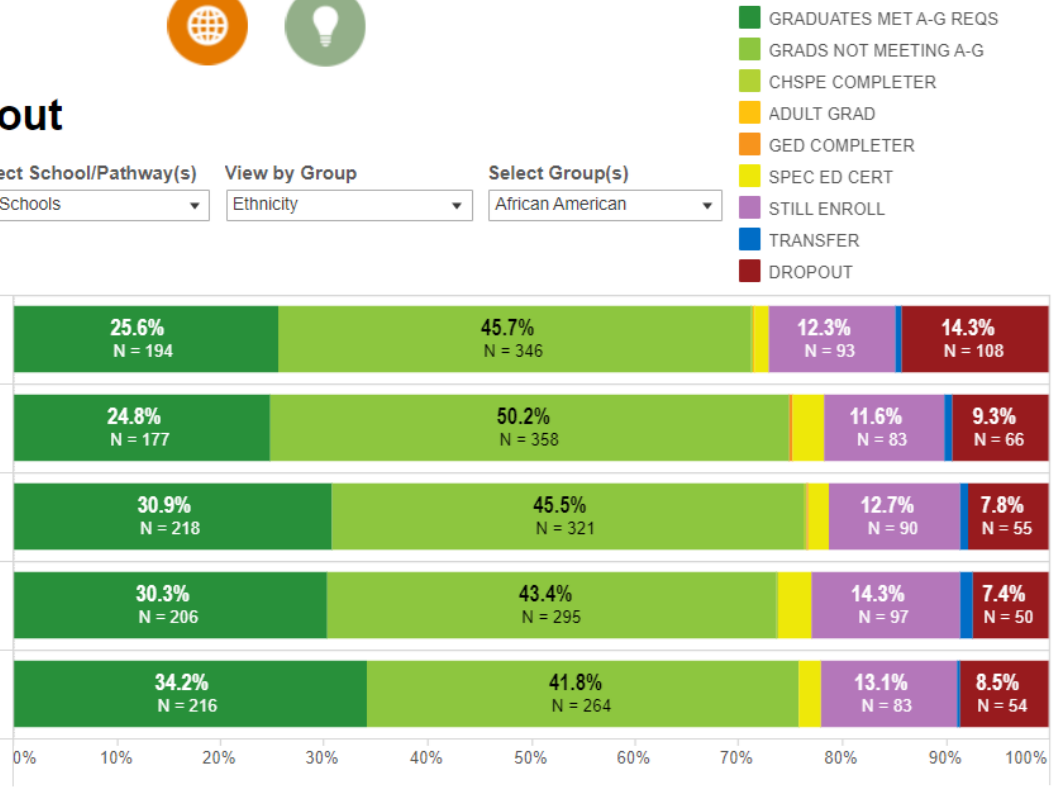
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Graduation Rates (2017 - 2021)

Cohort Graduation & Dropout

Select Year	View by School/Pathway	Select School/Pathway(s)	View by Group	Select Group(s)
(Multiple values)	District	All Schools	Ethnicity	African American

Academic Year	School or Pathway	Subgroup	Cohort Total	Grad Rate
2016-17	All Schools	African American	757	71.3%
2017-18	All Schools	African American	713	75.0%
2018-19	All Schools	African American	706	76.3%
2019-20	All Schools	African American	679	73.8%
2020-21	All Schools	African American	632	75.9%



Guidance to School Sites

CONDITIONS FOR BLACK STUDENTS (instructions & resources)	
School Priority:	Provide intensive social-emotional support and services to Improve academic, attendance, and suspension outcomes for African-American girls (currently totaling 86 students).
School Theory of Change:	If we provide targeted support, in the form of mentoring, regular check-ins, and dedicated staff resources to the SEL needs of African-American girls, we will see a reduction in conflicts among them that escalate to physical violence.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Provide structured SEL check-in activities weekly in Advisory classes.	Assign AA girls to adviosires with AA adult leads, where possible. "Provide resources for an AA girls' retreat, and assign a coordinator for AA girls support program/plan. "	Survey data showing improved connectedness to school, positive relationships with peers and adults, and perceptions of the availability of academic and SEL supports.		Tier 2
5-2	Provide targeted academic support to address academic challenges during independent practice.	Ensure teachers' unit plans include support for students who need skill remediation, including appropriate scaffolds, opportunities for extended time or practice, and a variety of instructional strategies.	Unit plans reviewed by ILT, with feedback provided to teachers to ensure identified needs for this population of students are addressed.		Tier 2
5-3	Monitor course progress weekly for students in this focal group.	Maintain a school wide interventions tracker accessible to all teachers.	Regularly updated interventions tracker.		Tier 2
	Communicate regularly with parents about student progress,	Coordiinate a mother/female guardian/student event focused on building positive relationships			Tier 2

Focus Area: Academically Prepared

Black scholars will be acknowledged for their inherent genius and have a clear on track plan for graduation and beyond from preschool through adult learning. This indicator measures the access to (upward mobility) in academic success, and culturally responsive curriculum and teachers for Black Black students.

How do we measure it?

- Black students are equitably provided with A-G courses, AP classes, academic pathways, internships and dual enrollment.

What is the community saying?

- Black students feel consistently challenged and provided with the appropriate academic support.
- Black students have access to Black leadership and career based mentoring.

Key Strategies

- Expose Black students to Black-led STEAM programs.
- Provide Black students with Black literacy coaches.

LCAP Goal Area(s):

1-All Black students graduate college- career- and community-ready.

2-Focal Black student groups demonstrate accelerated growth to close equity gaps.

Targeted Groups make accelerated growth:

- Early Literacy, ELA, Math, Science
- Graduation, OnTrack to Graduate
- Connectedness, Chronic Absenteeism, Suspension

TEACHING ACTIONS	LEADERSHIP ACTIONS	ORGANIZATIONAL PRACTICES
IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	**LP2.1 Rigor and Relevance:** Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	**OP2.1: Rigor and Relevance:** Provide standards-aligned curriculum that is engaging, affirming, and meaningful, building towards college and career pathways; train all educators to use core materials.
IP2.2 MTSS: Share learning targets and set goals with Black students; analyze formative assessments and other data to differentiate instruction for Black student needs.	**LP2.2 MTSS**: Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.	**OP2.2 MTSS:** Manage systems of standards-based assessment to support school teams in monitoring Black student learning and tiering support.
IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	**LP4.2 Professional Learning Communities**: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	**OP4.2 Professional Learning Communities**: Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.

Focus Area: Love & Affirmed

This indicator measures if school environments are providing learning about Black history, culture and identity that celebrates and affirms Blackness. Including integrating Black culture and history in everyday learning, not just for Black Black students, but for all Black students to affirm Blackness. As a result, Black Black students can freely express and embody their Blackness however it looks like for them

How do we measure it?

- Black students have access to knowledge and learning about Black history, culture and identity.
- Black students feel confident in their school environment to celebrate their Blackness.

What is the community saying?

- Black students consistently feel safe and cared for.
- Black students believe they have

LCAP Goal Area(s):

2-Focal Black student groups demonstrate accelerated growth to close equity gaps.

Targeted Groups make accelerated growth:

- Early Literacy, ELA, Math, Science
- Graduation, OnTrack to Graduate
- Connectedness, Chronic Absenteeism, Suspension

Next Steps

- Summarize best practices sites will be implementing to support Black students thriving.
- Present end-of-year data on how Black students are progressing through SIPPS Program.
- Present end-of-year data on COST Team Referrals and student access to additional services.

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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www.ousd.org @OUSDnews

Appendix

Guidance from Attendance Office

- Attendance Plan 21-22
- Attendance Toolkit
- Independent Studies
- Attendance Works
- Strategies that Work
- Attendance Success Plans

“Following all COVID health guidelines, including quarantining, will allow more students to attend school”.

Suspension Guidance

- Suspension Toolkit