OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND TECH
ESTABLISHED 1914

SPSA Data Set

Oakland Technical High School

www.ousd.org @OUSDnews

Progress To Goals

2017-2018 Schoolwide Data

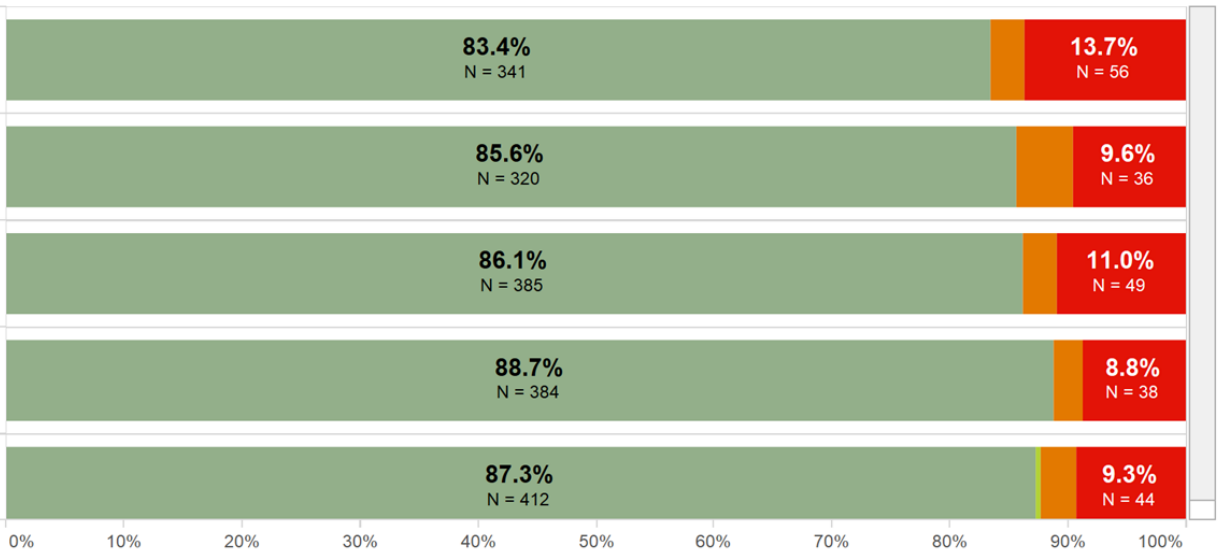
Graduation Rate

Cohort Graduation & Dropout

GRAD
SPEC ED CERT
STILL ENROLL
DROPOUT

Select Year	View by District/School	Select School	View by Group	Select Group(s)
All	School	Oakland Tech	All Students	All

Academic Year	District or School	Subgroup	Sum of Group ..
2011-12	Oakland Tech	All Students	409
2012-13	Oakland Tech	All Students	374
2013-14	Oakland Tech	All Students	447
2014-15	Oakland Tech	All Students	433
2015-16	Oakland Tech	All Students	472



Cohort 2015-16 data is from California Dept. of Education (CDE) data file dated **March 28, 2017**. Discrepancies between this dashboard and the CDE DataQuest online "Cohort Outcomes" report are due to DataQuest inclusion of additional OUSD students with disabilities who were enrolled at non-public school sites. Prior cohort data files were provided by the California Department of Education on **June 1, 2016**. For more information about the data in this report, please contact **Jay Tharp** at **james.tharp@ousd.org**.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

College Enrollment

Enrollment Type
- 4-year
- 2-year
- Less Than 2 Years
- Not Enrolled

HS Graduates Enrolling in College Within 1 Year of HS Graduation

Year of HS Grad Year	Select Dist/ School/Path	Select Subgroup	Total	4-year	2-year	Less Than 2 Years	Not Enrolled
2012	Oakland Tech	All Students	355	44.5% N = 158	27.0% N = 96		28.5% N = 101
2013	Oakland Tech	All Students	329	46.5% N = 153	31.0% N = 102		22.2% N = 73
2014	Oakland Tech	All Students	395	39.5% N = 156	35.4% N = 140		25.1% N = 99
2015	Oakland Tech	All Students	407	43.7% N = 178	33.2% N = 135		23.1% N = 94
2016	Oakland Tech	All Students	417	46.0% N = 192	30.7% N = 128		23.3% N = 97

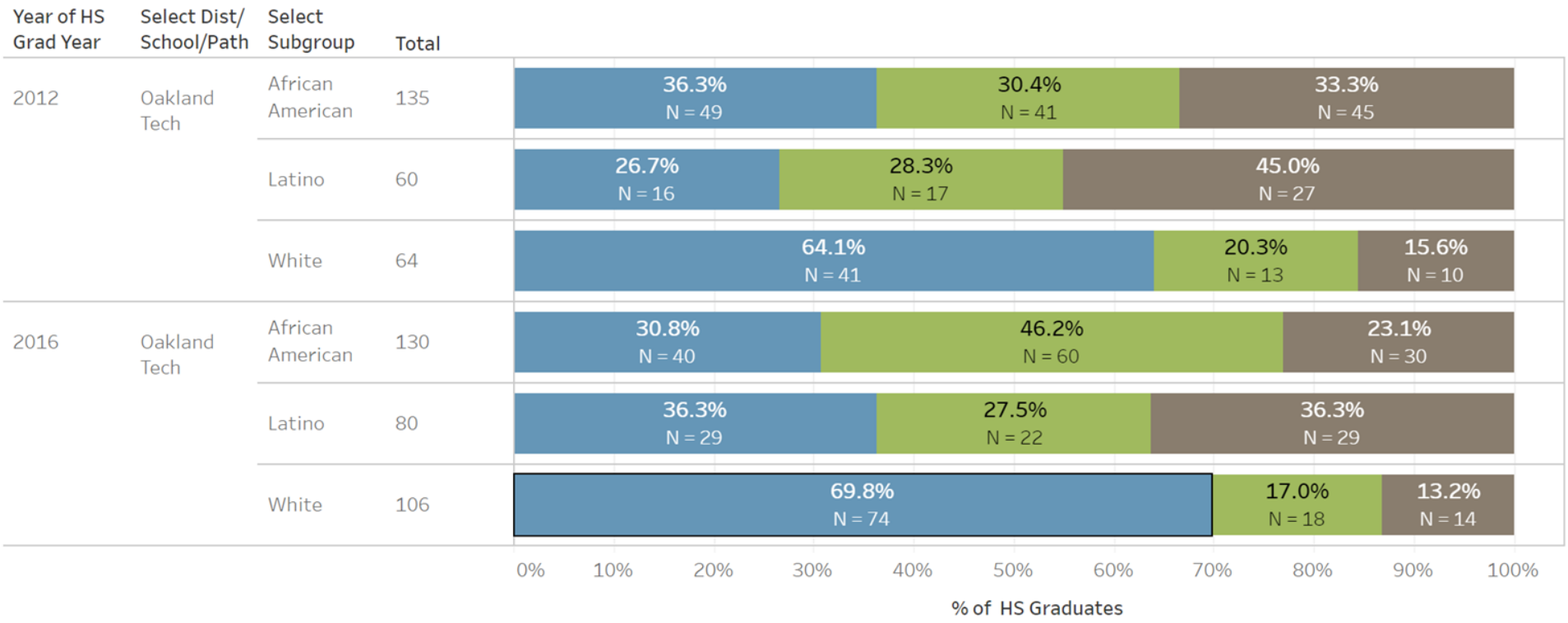
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

% of HS Graduates

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

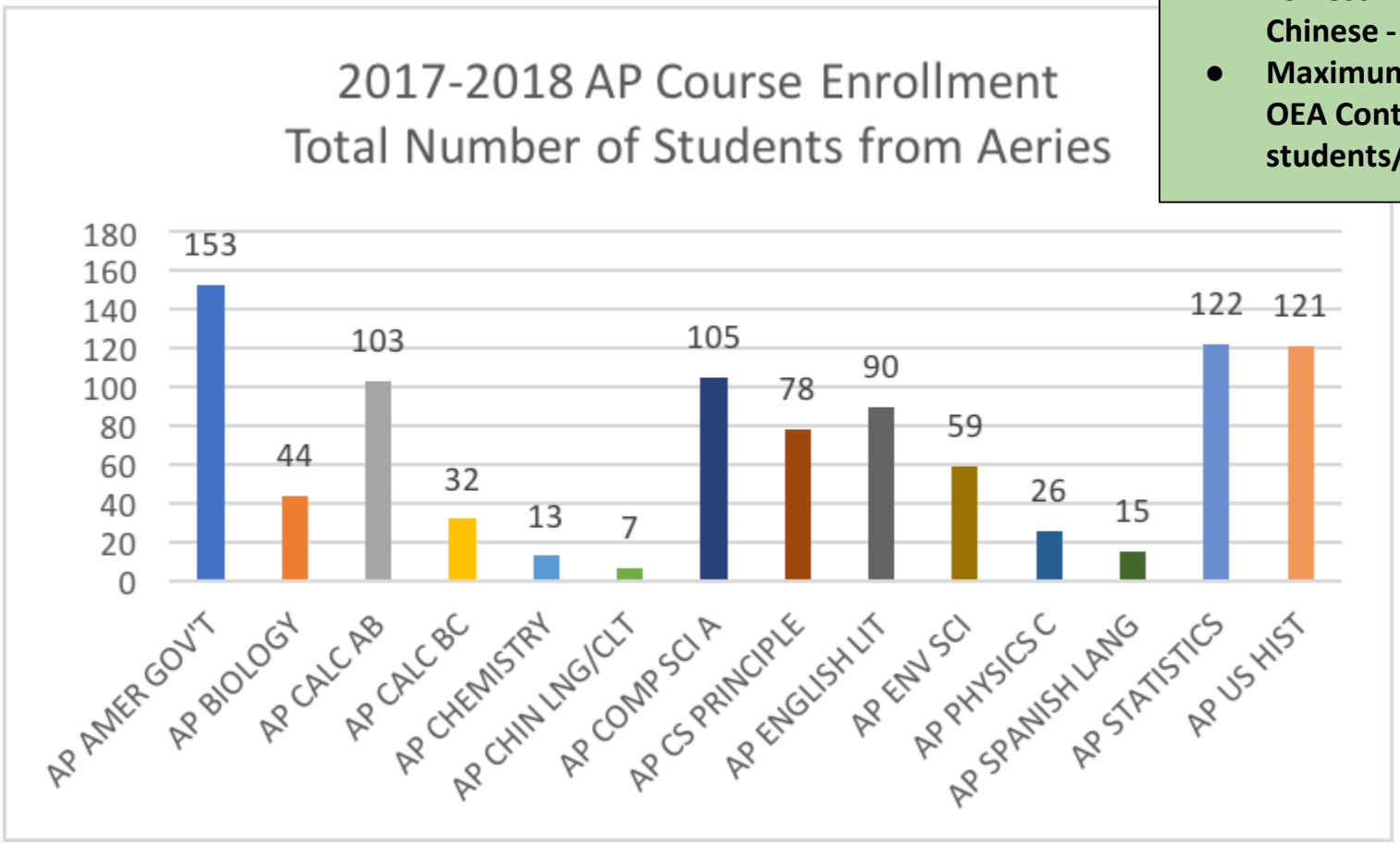
College Enrollment

HS Graduates Enrolling in College Within 1 Year of HS Graduation



AP Course Enrollment

- **Total: 968**
- **Average: 69 students/course**
- **Highest: AP Govt - 153**
- **Lowest: AP Chinese - 7**
- **Maximum per OEA Contract: 32 students/section**



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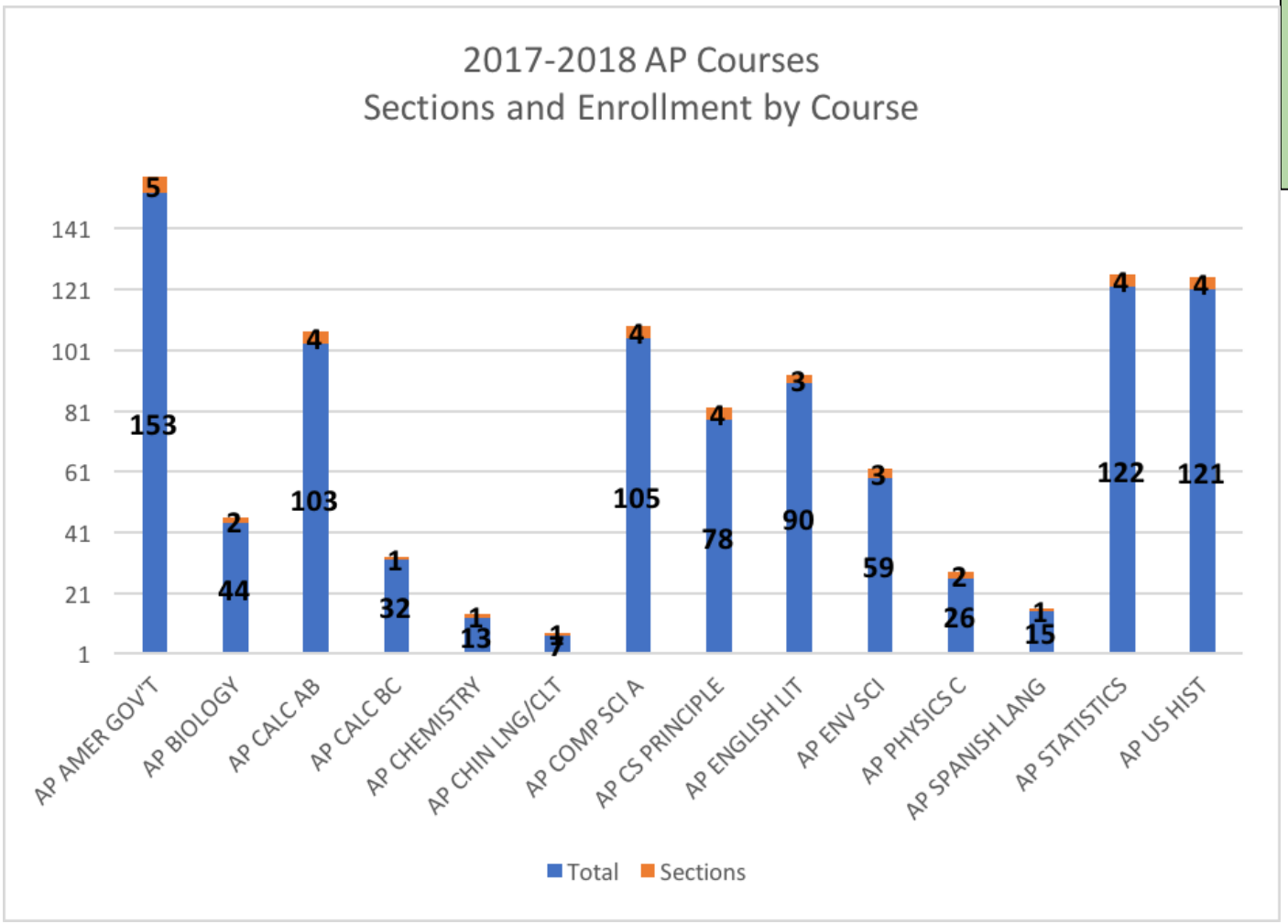
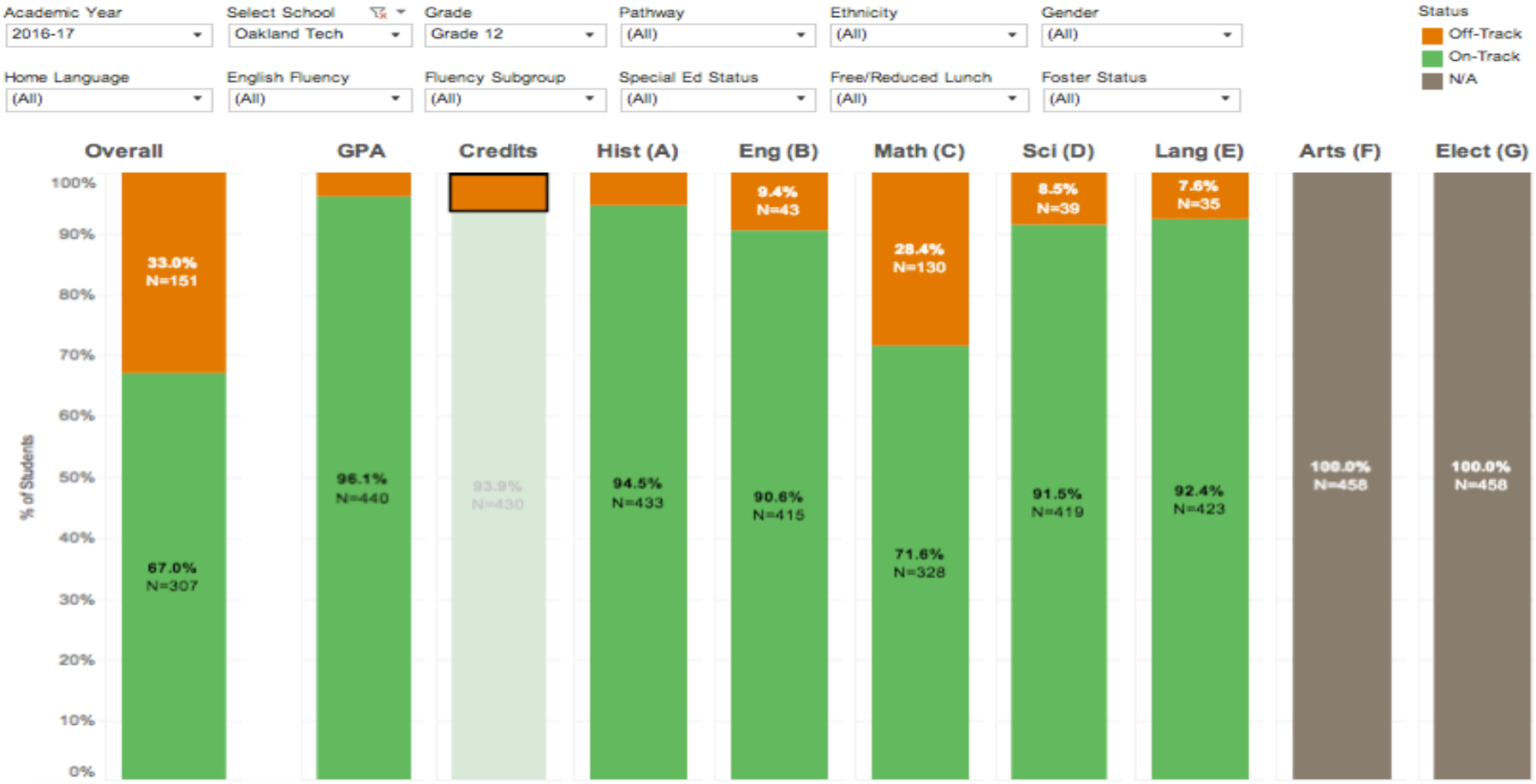
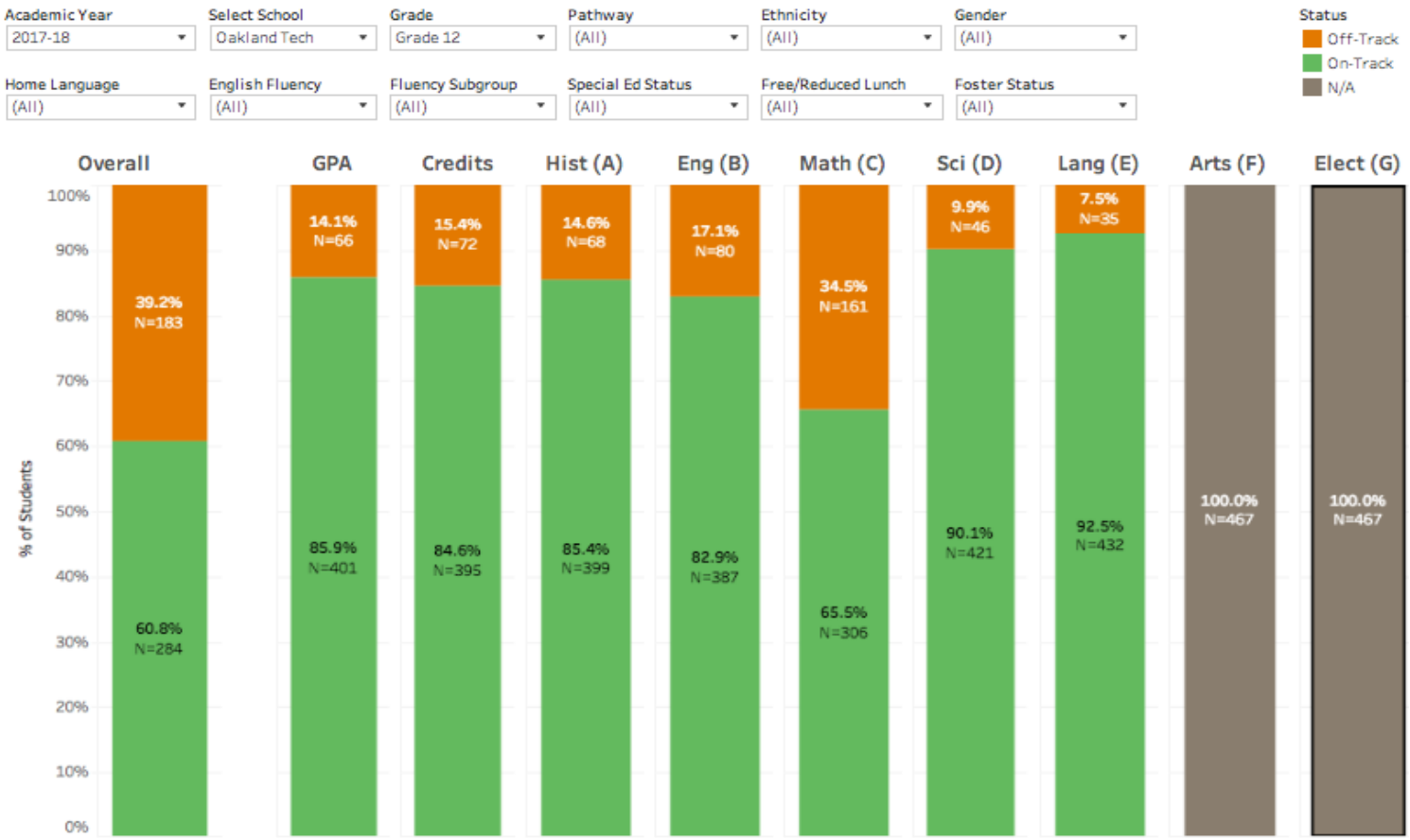


On-Track/Off-Track



On-Track/Off-Track



On-Track/Off-Track

Semester 1 Grades - ELA Schoolwide

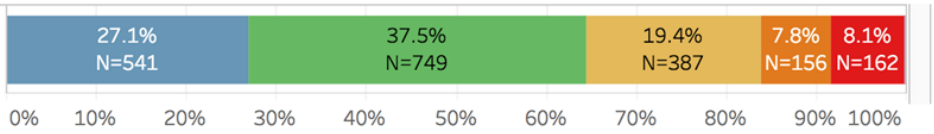
Marking Period: Mark 3 | Subject: English | Subj Detail: English | Course: (All) | A-G Subject: (All)

Marking Period Grade

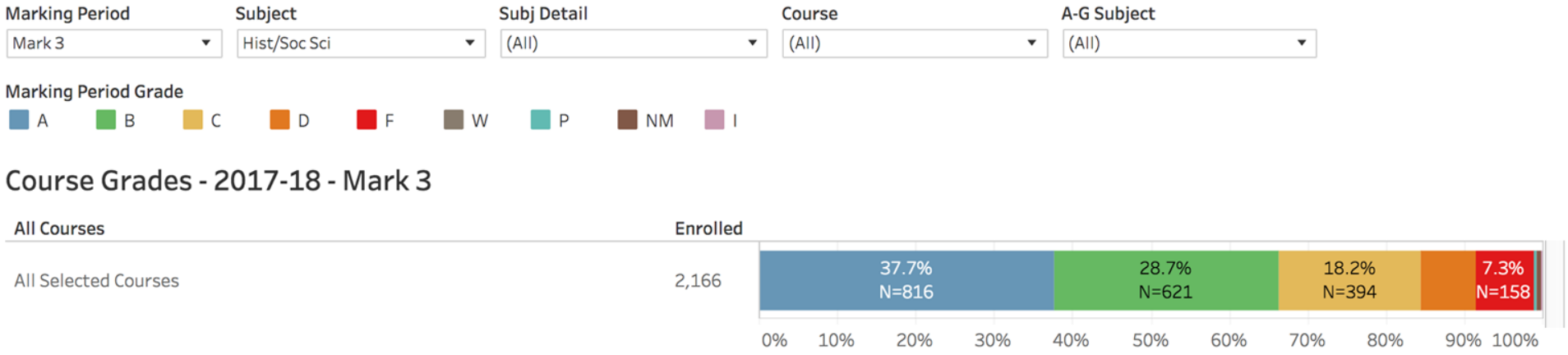
A B C D F W NM NC I

Course Grades - 2017-18 - Mark 3

All Courses	Enrolled
All Selected Courses	2,000



Semester 1 Grades - History/SS Schoolwide



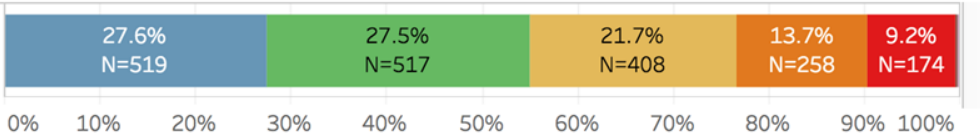
Semester 1 Grades - Math Schoolwide

Marking Period: Mark 3 | Subject: Math | Subj Detail: (All) | Course: (All) | A-G Subject: (All)

Marking Period Grade: A B C D F NM I

Course Grades - 2017-18 - Mark 3

All Courses	Enrolled
All Selected Courses	1,882



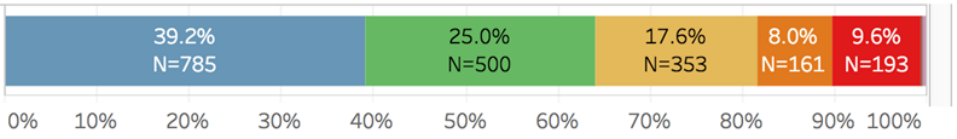
Semester 1 Grades - Science Schoolwide

Marking Period: Mark 3 | Subject: Science | Subj Detail: (All) | Course: (All) | A-G Subject: (All)

Marking Period Grade: A B C D F NM I

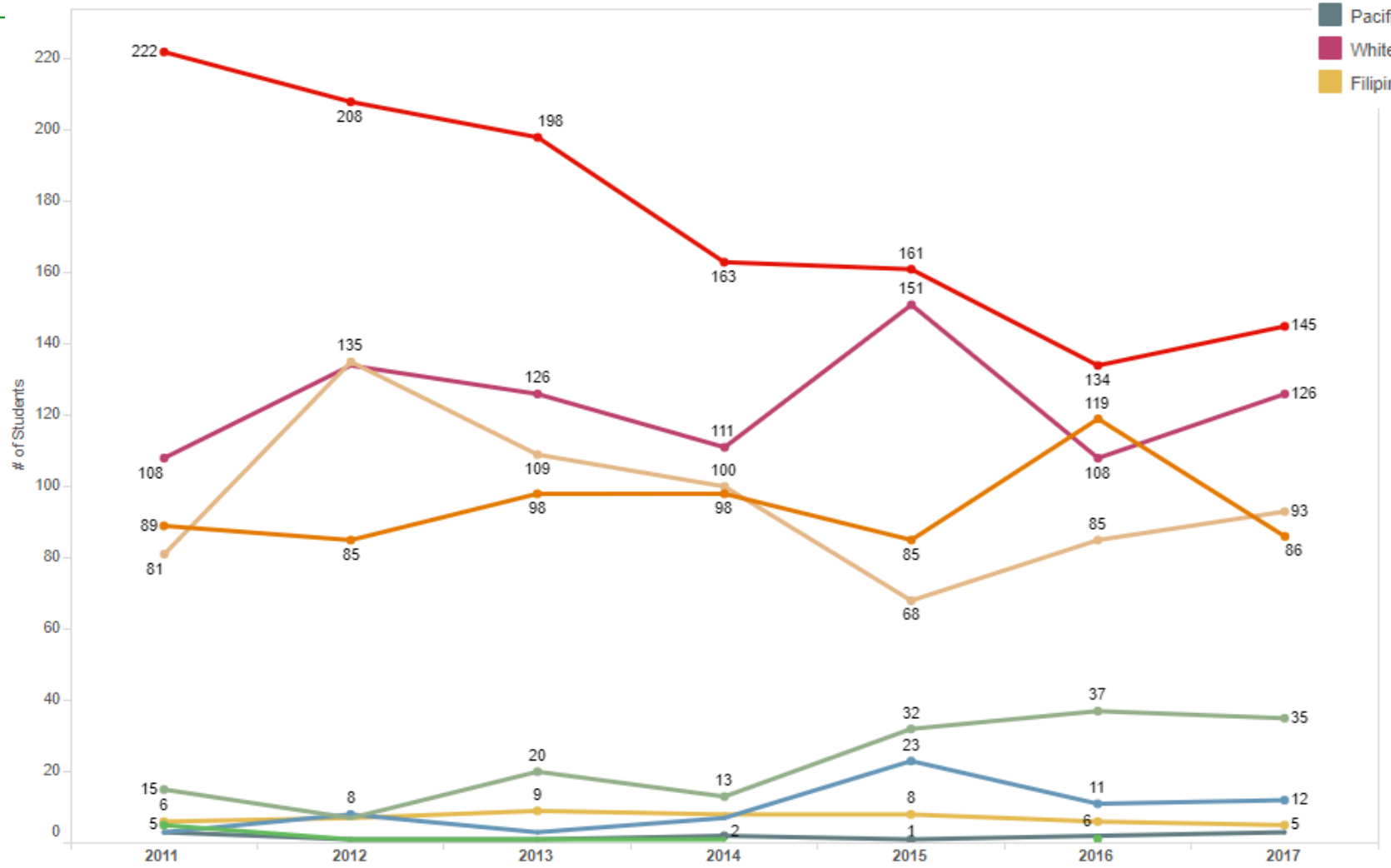
Course Grades - 2017-18 - Mark 3

All Courses	Enrolled
All Selected Courses	2,003



9th grade

Ethnicity (2011-2017)



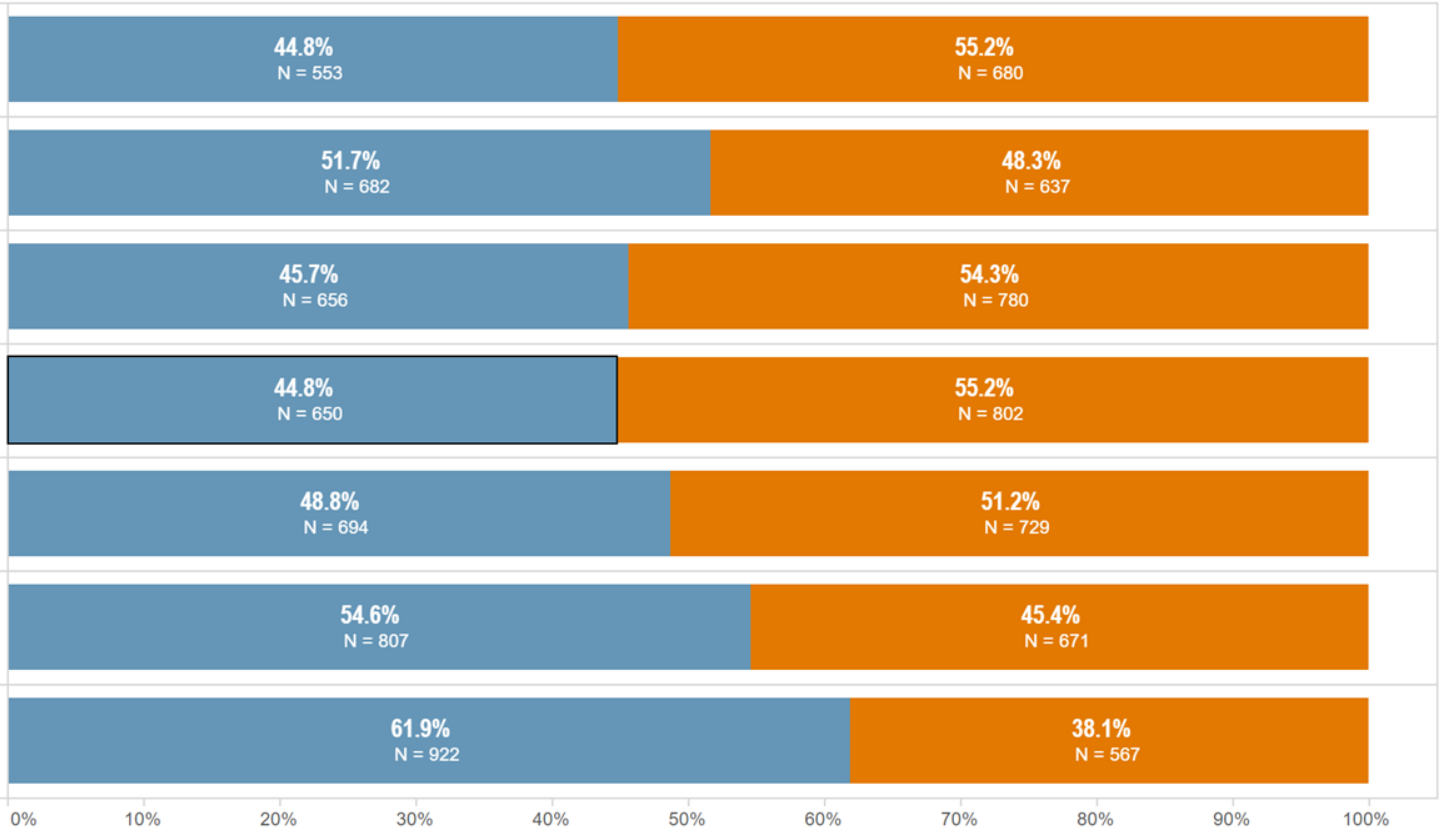
Progress To Goals

2017-2018 Pathway Data

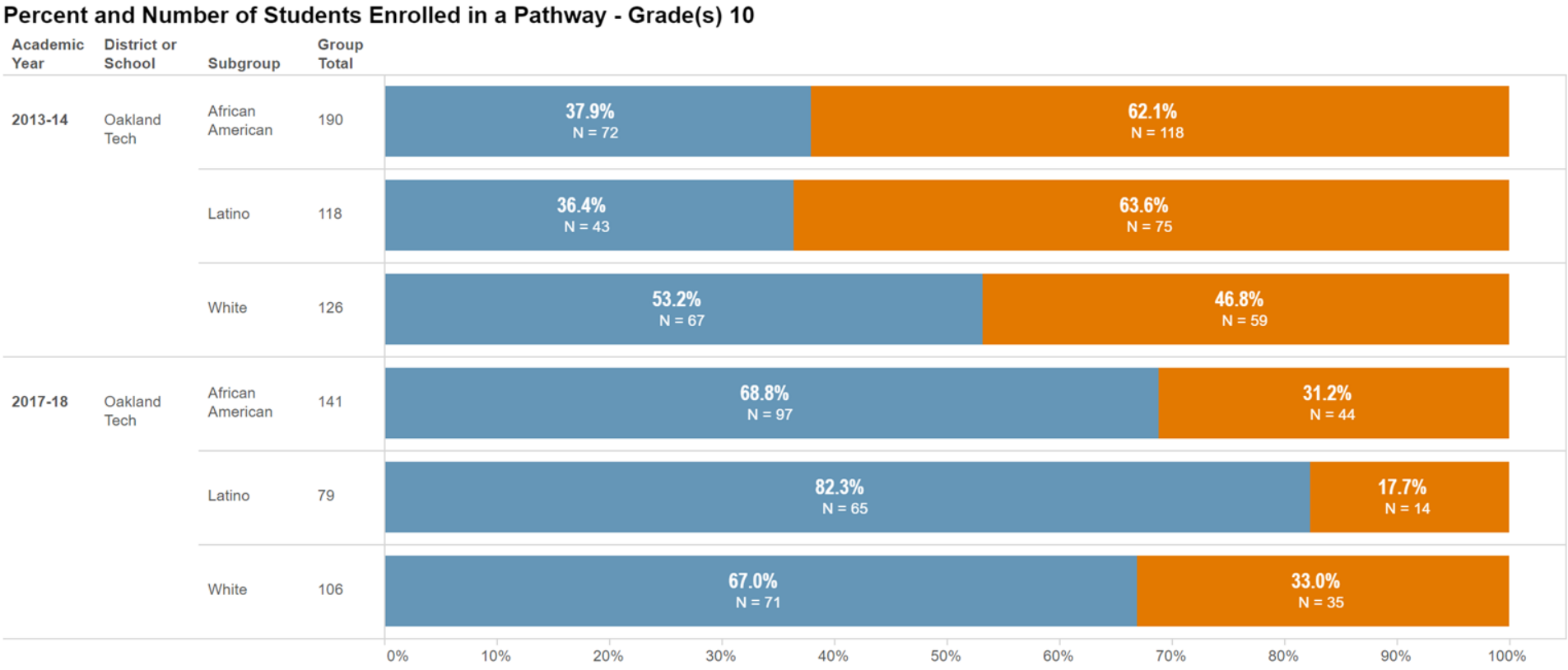
Pathway Enrollment 2011 - 2017

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

Academic Year	District or School	Subgroup	Group Total	
2011-12	Oakland Tech	All Students	1,233	44.8% N = 553 / 55.2% N = 680
2012-13	Oakland Tech	All Students	1,319	51.7% N = 682 / 48.3% N = 637
2013-14	Oakland Tech	All Students	1,436	45.7% N = 656 / 54.3% N = 780
2014-15	Oakland Tech	All Students	1,452	44.8% N = 650 / 55.2% N = 802
2015-16	Oakland Tech	All Students	1,423	48.8% N = 694 / 51.2% N = 729
2016-17	Oakland Tech	All Students	1,478	54.6% N = 807 / 45.4% N = 671
2017-18	Oakland Tech	All Students	1,489	61.9% N = 922 / 38.1% N = 567

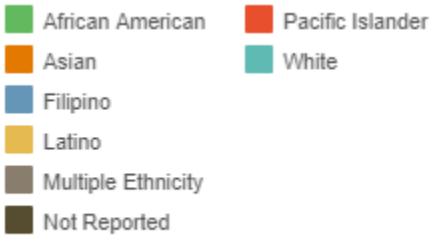


Pathway Enrollment - 10th grade 2013 & 2017

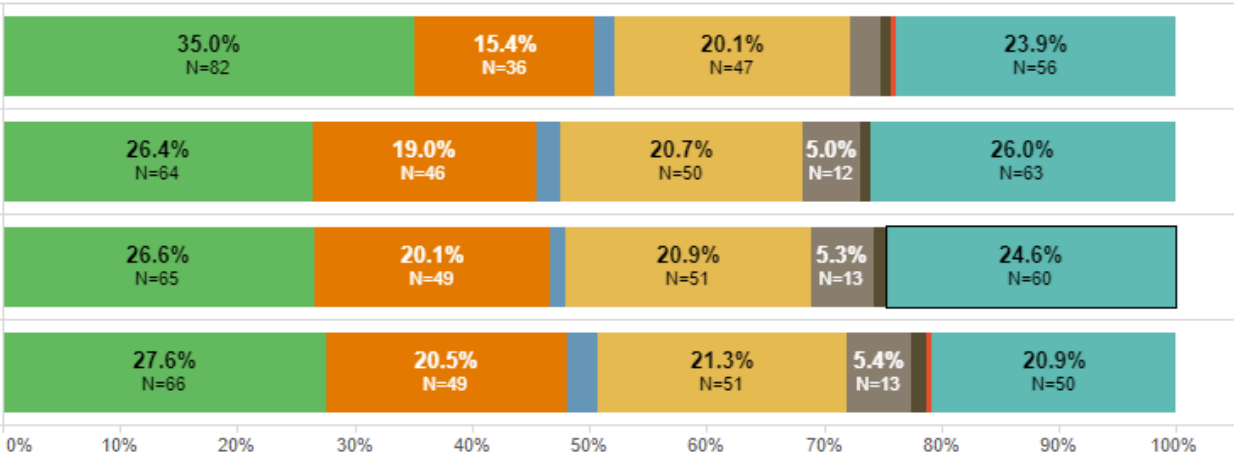


Health Academy

Ethnicity - Grade 10-12 (2014-2017)



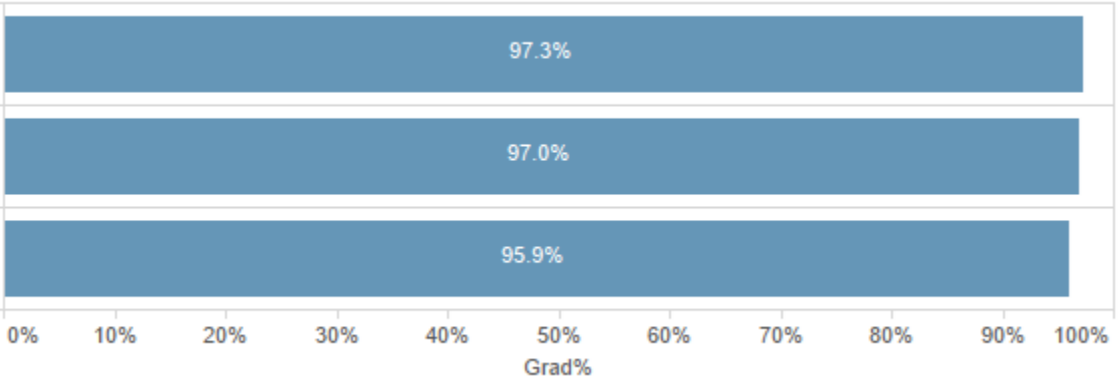
Academic Year	Site Name Short	Path Name	Total Students
2014-15	Oakland Tech	Oakland Tech - Health Academy	234
2015-16	Oakland Tech	Oakland Tech - Health Academy	242
2016-17	Oakland Tech	Oakland Tech - Health Academy	244
2017-18	Oakland Tech	Oakland Tech - Health Academy	239



Health Academy

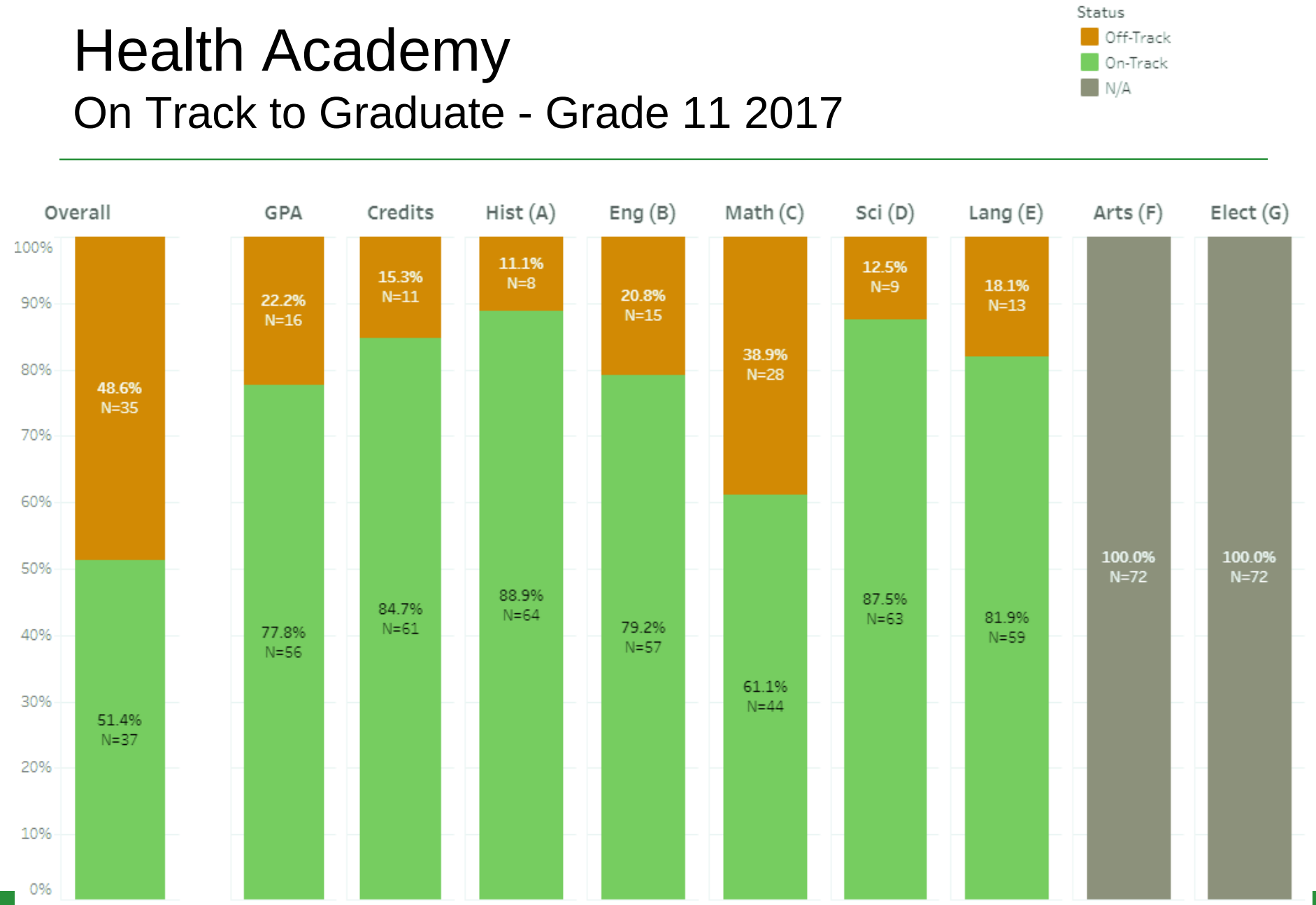
Graduation Rates (2014-2017)

Academic Year	District or Sch..	Group Retenti..	Pathway Sele..	Total
2013-14	Oakland Tech	All Students	Oakland Tech - Health Academy	73
2014-15	Oakland Tech	All Students	Oakland Tech - Health Academy	66
2015-16	Oakland Tech	All Students	Oakland Tech - Health Academy	74



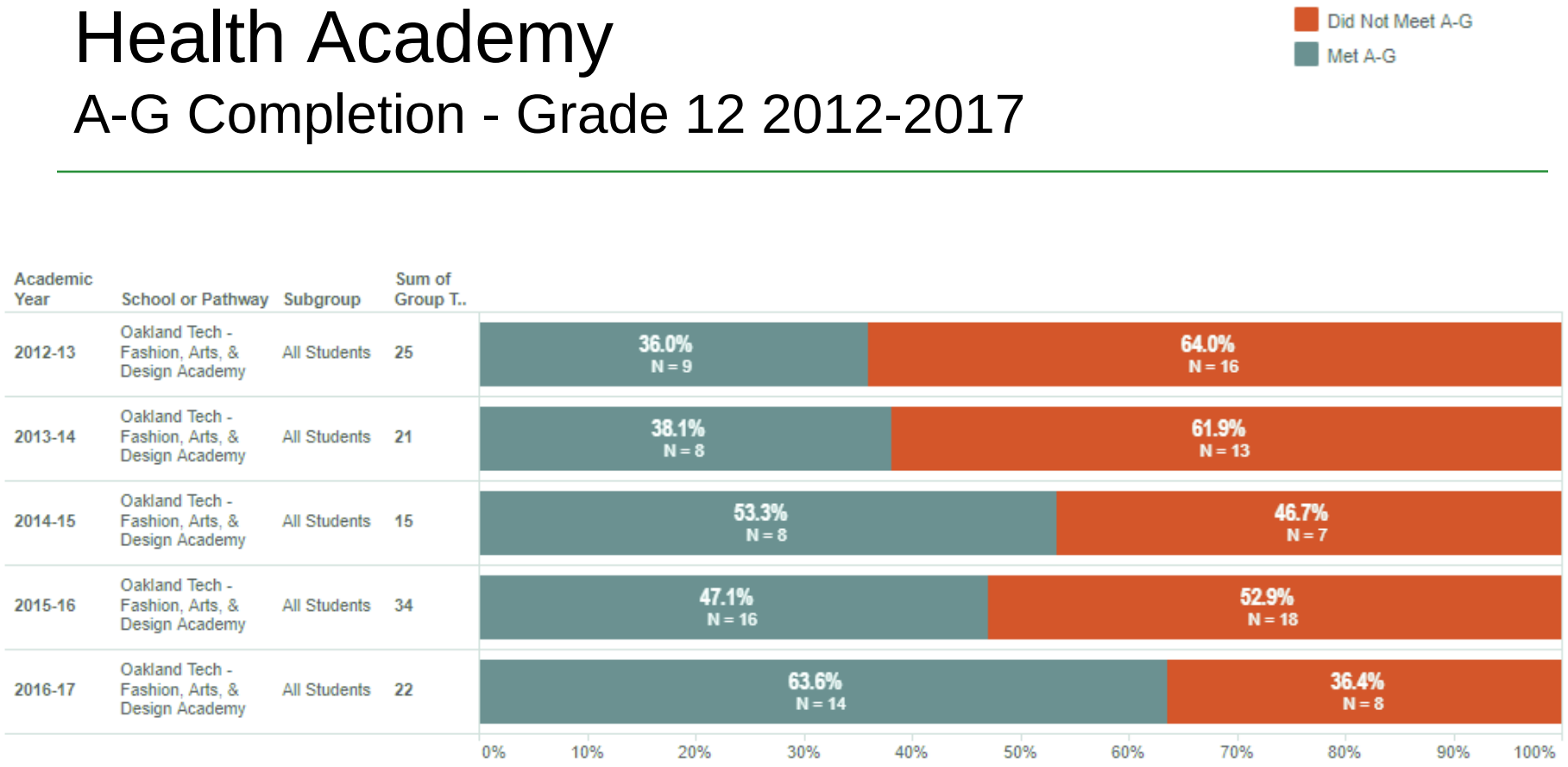
Health Academy

On Track to Graduate - Grade 11 2017



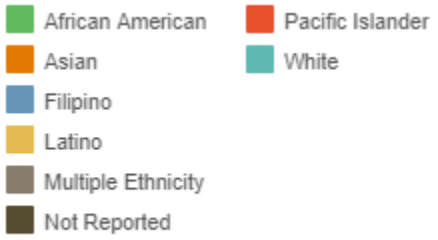
Health Academy

A-G Completion - Grade 12 2012-2017

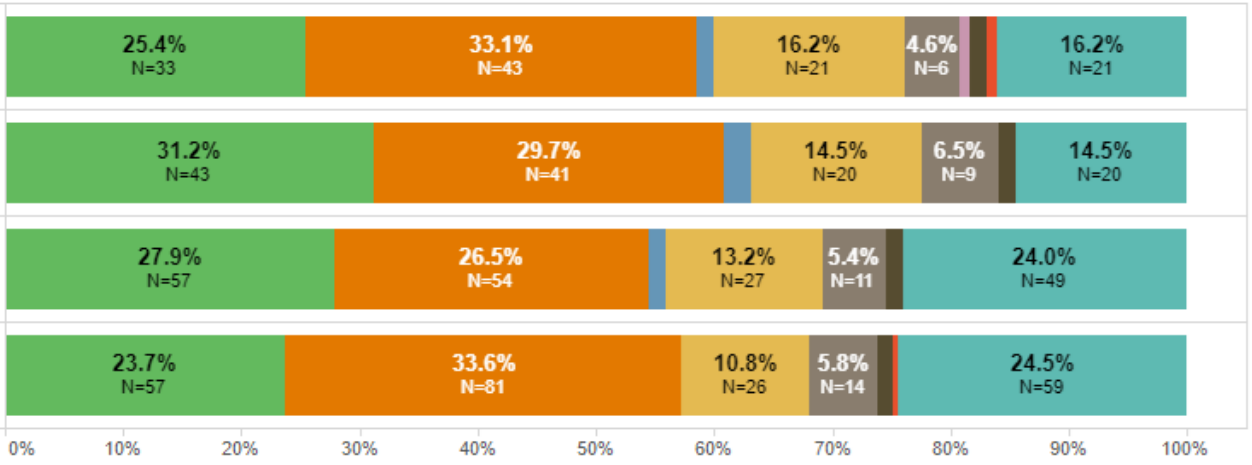


Computer Academy

Ethnicity - Grade 10-12 (2014-2017)

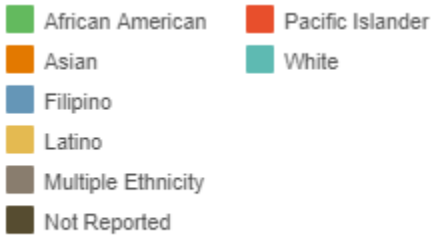


Academic Year	Site Name Short	Path Name	Total Students
2014-15	Oakland Tech	Oakland Tech - Computer Academy	130
2015-16	Oakland Tech	Oakland Tech - Computer Academy	138
2016-17	Oakland Tech	Oakland Tech - Computer Academy	204
2017-18	Oakland Tech	Oakland Tech - Computer Academy	241

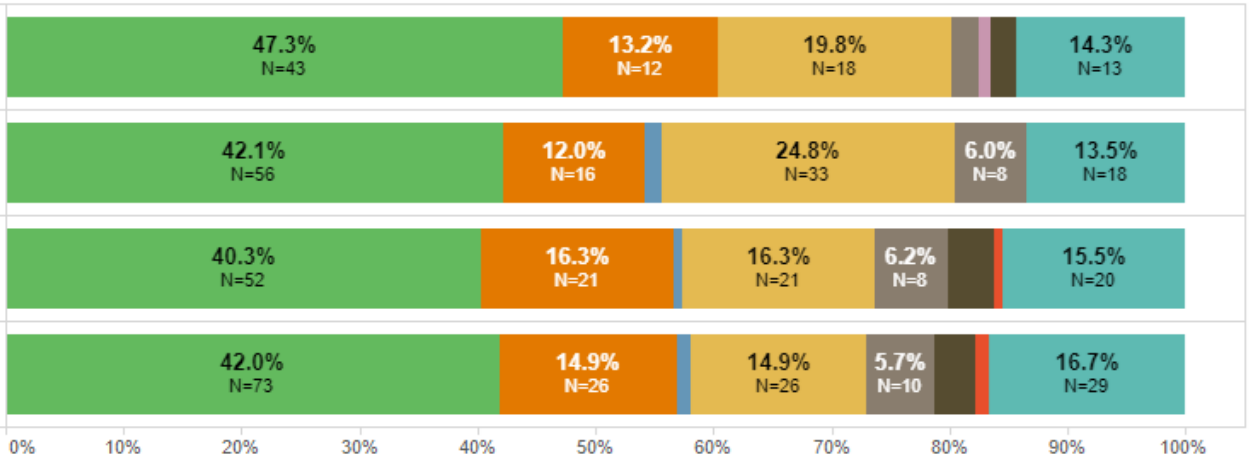


Fashion, Art & Design Academy

Ethnicity - Grade 10-12 2014-2017

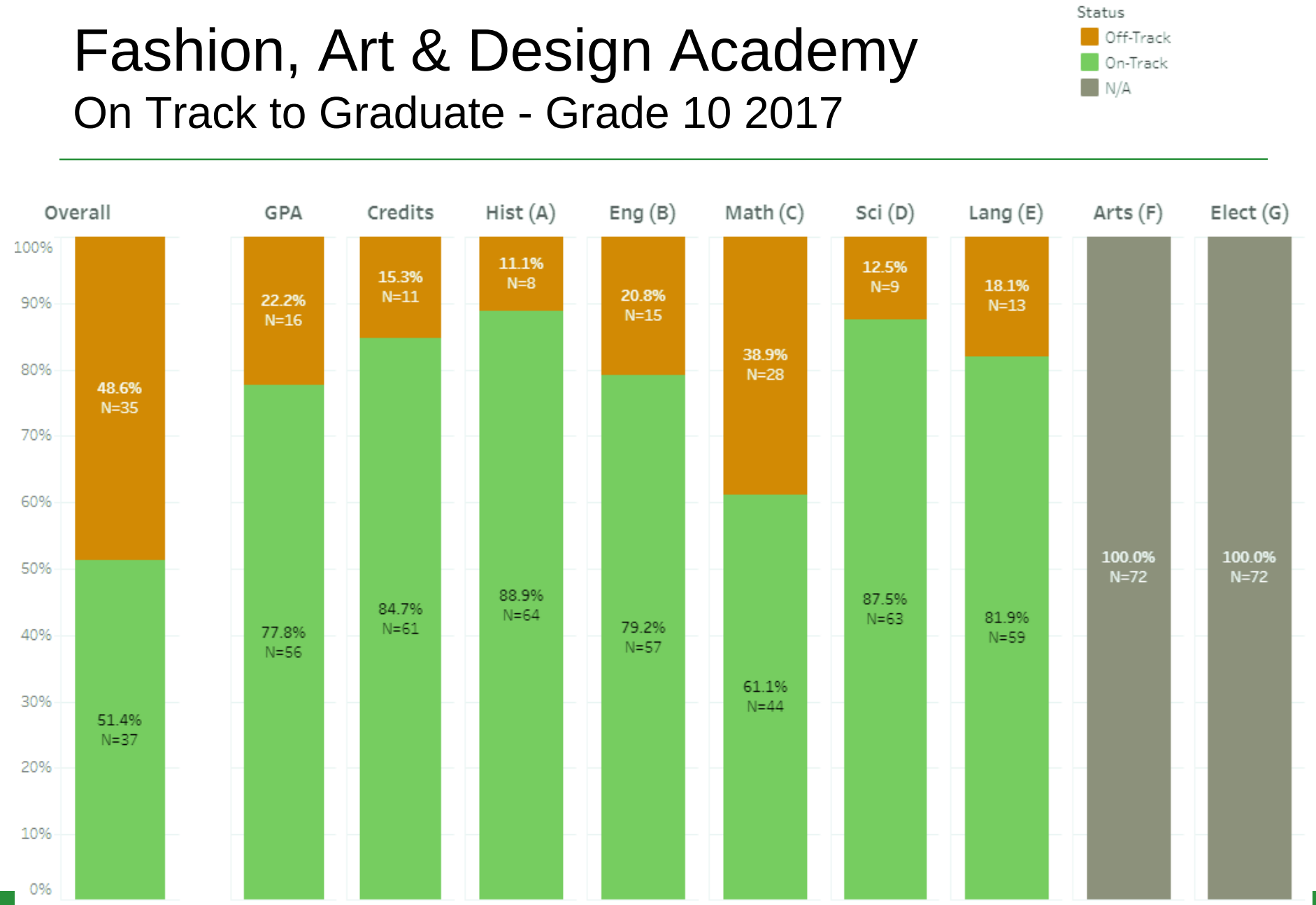


Academic Year	Site Name Short	Path Name	Total Students
2014-15	Oakland Tech	Oakland Tech - Fashion, Arts, & Design Academy	91
2015-16	Oakland Tech	Oakland Tech - Fashion, Arts, & Design Academy	133
2016-17	Oakland Tech	Oakland Tech - Fashion, Arts, & Design Academy	129
2017-18	Oakland Tech	Oakland Tech - Fashion, Arts, & Design Academy	174



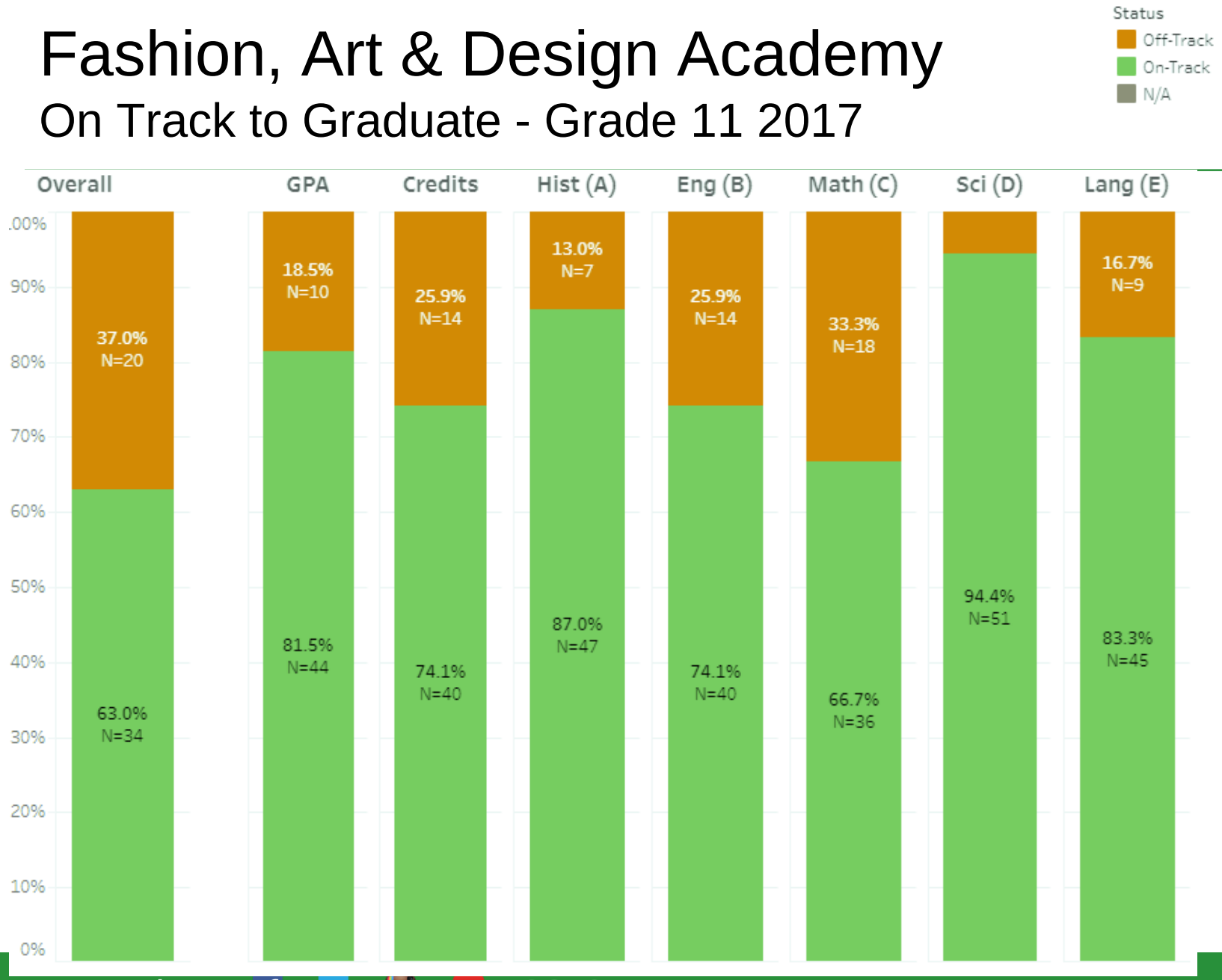
Fashion, Art & Design Academy

On Track to Graduate - Grade 10 2017



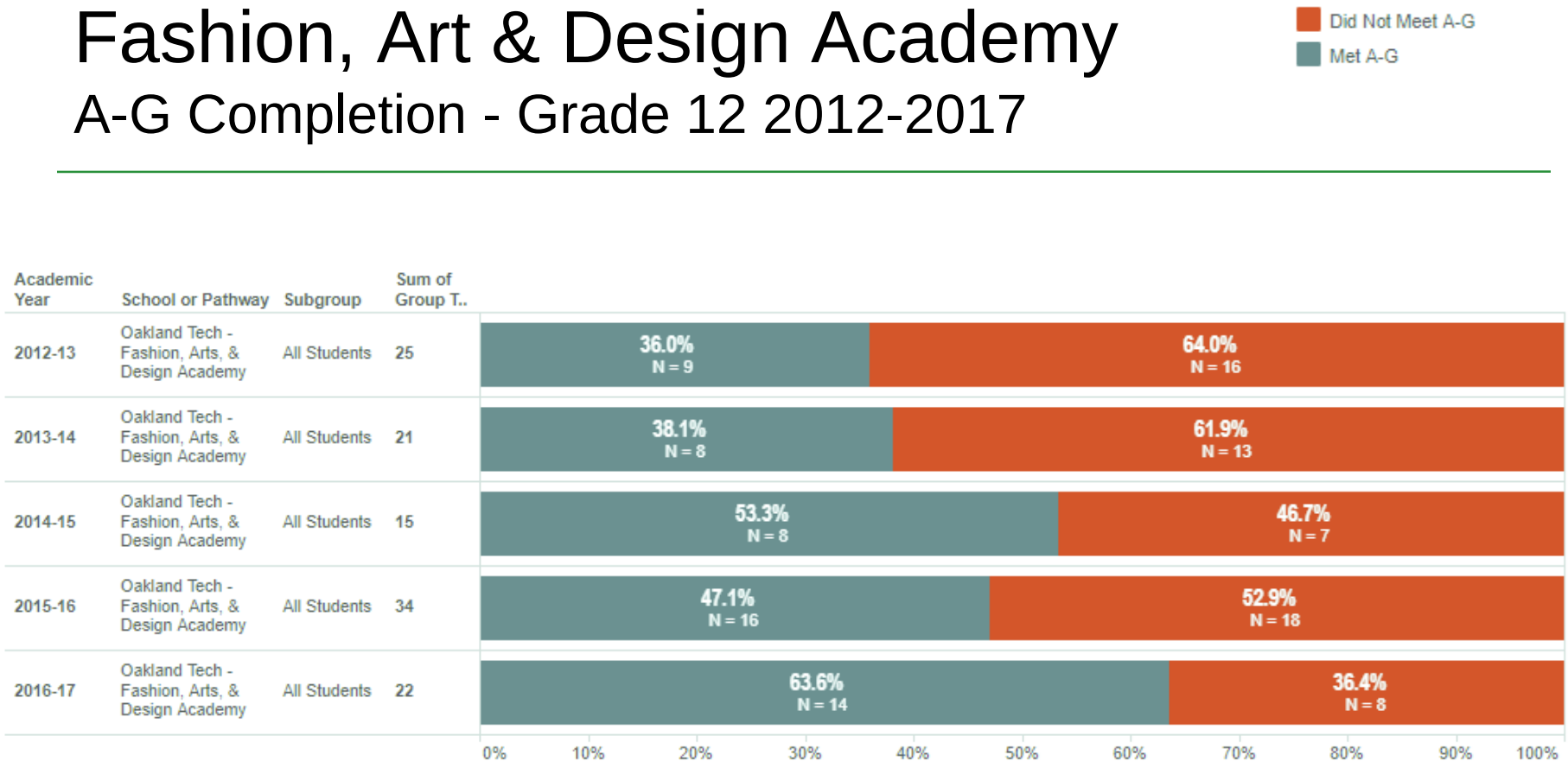
Fashion, Art & Design Academy

On Track to Graduate - Grade 11 2017



Fashion, Art & Design Academy

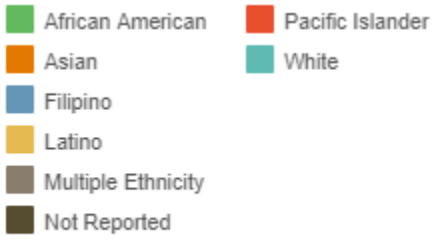
A-G Completion - Grade 12 2012-2017



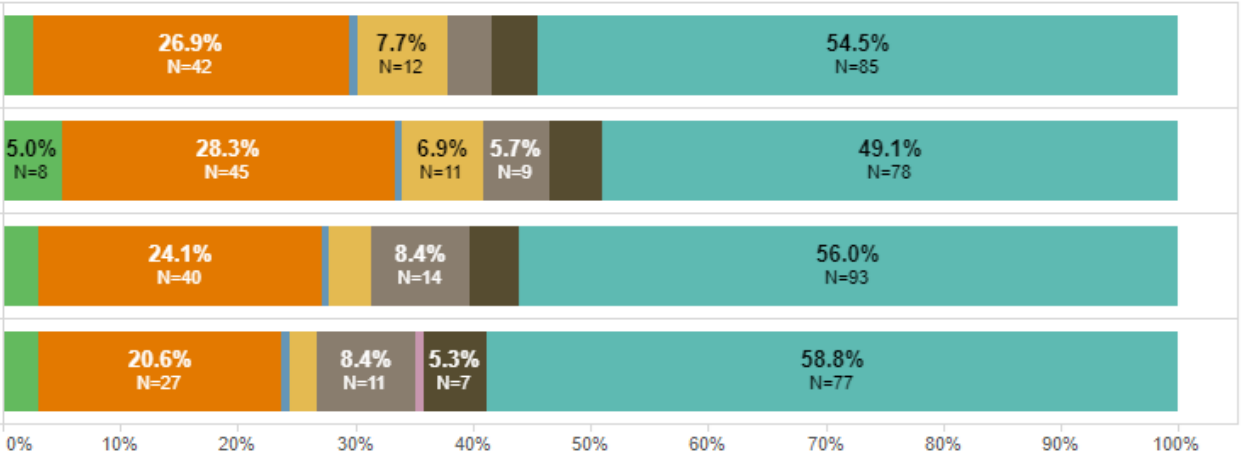
Academic Year	School or Pathway	Subgroup	Sum of Group T..
2012-13	Oakland Tech - Fashion, Arts, & Design Academy	All Students	25
2013-14	Oakland Tech - Fashion, Arts, & Design Academy	All Students	21
2014-15	Oakland Tech - Fashion, Arts, & Design Academy	All Students	15
2015-16	Oakland Tech - Fashion, Arts, & Design Academy	All Students	34
2016-17	Oakland Tech - Fashion, Arts, & Design Academy	All Students	22

Engineering Academy

Ethnicity - Grade 10-12 2014-2017

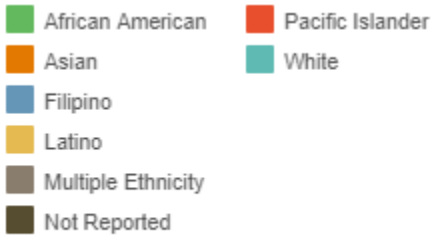


Academic Year	Site Name Short	Path Name	Total Students
2014-15	Oakland Tech	Oakland Tech-Engineering Academy	156
2015-16	Oakland Tech	Oakland Tech-Engineering Academy	159
2016-17	Oakland Tech	Oakland Tech-Engineering Academy	166
2017-18	Oakland Tech	Oakland Tech-Engineering Academy	131

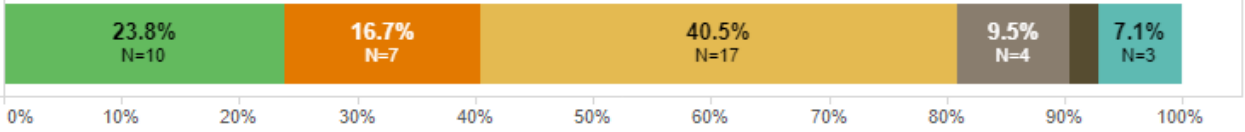


Race, Policy & Law Academy

Ethnicity - Grade 10-12 2017

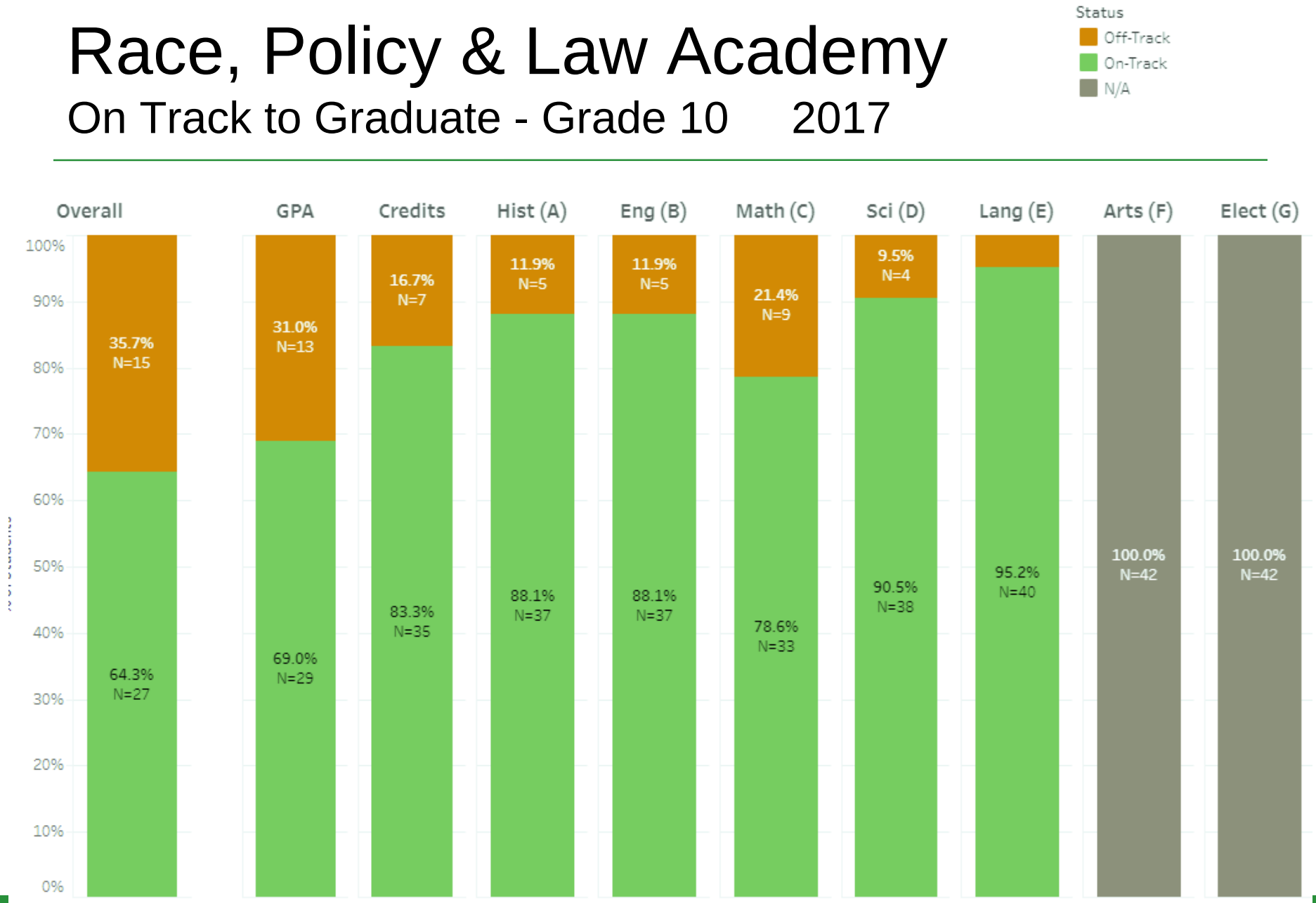


Academic Year	Site Name Short	Path Name	Total Students
2017-18	Oakland Tech	Oakland Tech - Race, Policy and Law Academy	42



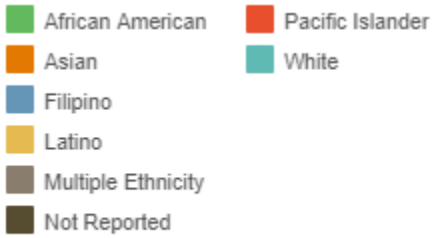
Race, Policy & Law Academy

On Track to Graduate - Grade 10 2017

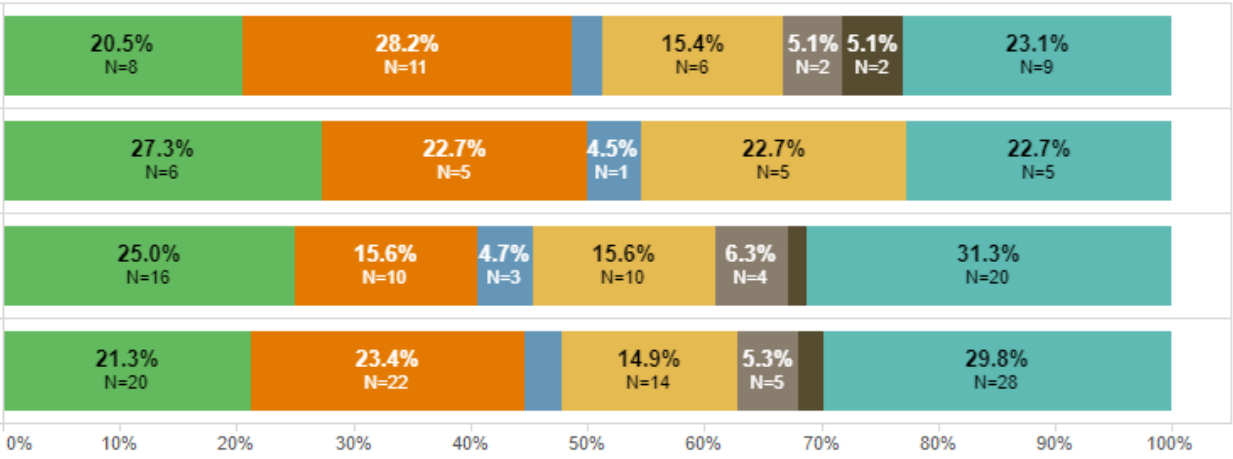


BiotechAcademy

Ethnicity - Grade 10-12 2014-2017



Academic Year	Site Name Short	Path Name	Total Students
2014-15	Oakland Tech	Oakland Tech-Biotech Academy	39
2015-16	Oakland Tech	Oakland Tech-Biotech Academy	22
2016-17	Oakland Tech	Oakland Tech-Biotech Academy	64
2017-18	Oakland Tech	Oakland Tech-Biotech Academy	94



17-18 Goal Reflection: Graduate Outcomes

Graduate Outcomes

Improve outcomes for 9th grade EL's by 10% over previous year (as measured by GPA, A-G credits, and SRI scores) Accelerate literacy learning by requiring that all 9th graders entering high school 2 or more years below grade level attend a literacy intervention class taught by a highly qualified teacher.

Reflections:

9th grade teachers have coordinated curriculum and are focused on literacy across the curriculum. We've hired a TSA who is a literacy coach and are working to develop a targeted literacy program to support students reading 2 or more grade levels below. It is our intention to pilot this course in Fall of 2018. (focus on 9th grade, split between SPED and students without IEPs, to include LTELs).

Additionally, looking at our current 12th grade EL's who are off track to graduate, we are considering how to better track and support students like them in 9th grade. As such, the 9th grade teachers are identifying these students, working together as teacher teams to support their literacy development, and providing them tutoring and academic mentoring when they are failing 1 or more classes. This information is being passed off to academies as they enroll these students. The students continue to be on a case load of an academic mentor and tracked and supported to remain on track to graduate throughout their time in the academy. We believe we will see an improvement in these graduation rates as a result.

17-18 Goal Reflection: Post-Secondary Readiness

Post-Secondary Readiness
All students (focus on AA/Latin/Foster youth/homeless) will be enrolled in a minimum of two or a combination of two college/career readiness experiences by the end of their 12th grade (Dual Enrollment, AP, Internship). Struggling students will be provided additional supports provided by student support specialists. Foster youth and homeless families will be provided intense outreach for mentoring,out of school opportunities, credit recovery and parenting classes.

Reflection: In the past year, our Student Support Specialists and WBL liaison have worked to increase the numbers of target students in internships, job shadows, career-exploration visits, and college visits. Computer Academy added a new Cal Internship. RPL has taken all students on multiple career visits. Health Academy continues to ensure all students visit multiple colleges and has increased the number of students interning with CHAMPS and HEAL as well as initiated a pre-nursing program with SMU. We continue to have a strong Peer Tutoring program, through which 50 students go to Emerson or Piedmont Elementary schools to tutor. We are offering more DE classes and working to develop this program.

17-18 Goal Reflection: Climate and Culture

Climate and Culture

All Teachers work towards developing culturally responsive practices as measured by student survey data re: engagement. Opportunities for parent education increase to support parents in understanding options available to students and how to support them through credit recovery and staying on-track to graduate. Foster youth will receive direct information instruction through students support specialist mentoring meetings. All parents with a focus on foster and homeless, will enroll in Remind to stay informed of our various parent workshops, meetings infomational sessions.

17-18 Goal Reflection: Rigorous Academics

Rigorous Academics

Align the school around a more shared definition of "rigor" using graduate capstone work (focus on argumentation) as well as aligning grading around a set of agreed-upon, performance-based standards. Unrerrepresented students, including AA, ELL, foster and homeless youth will receive targeted outreach.

17-18 Goal Reflection: Pathway Development

Pathway Development

By 2020 80%-100% of students will be enrolled in a pathway. Under-represented students including AA, ELL, foster and homeless youth will receive targeted outreach.

17-18 Redesigned Schoolwide Goals

Goal 1: Create a more unified staff culture through modeling and operationalizing a clear vision for Tech.

Top-level actions:

1. We will continue the listening rounds in All Staff PD in order to build community.
2. Admin will model positive staff interactions through upholding their guiding principles and norms developed at buy-back day.
3. The PD committee will incorporate feedback in each monthly meeting.
4. We will commit to planning at least one social event per month.

Goal 2: Support pathway directors to grow high-quality, equitable pathways that represent the diversity of Tech.

Top-level actions:

1. Admin will work with pathway directors to analyze pathway demographics and create criteria for equitable, diverse recruitment.
2. Pathways and programs will develop a clear process for equitable outreach and enrollment that aligns with this goal.
3. Admin will schedule a monthly pathway and program inquiry, looking at data through an equity and quality lens and doing a Learning Walk with counselors and directors.

17-18 Redesigned Schoolwide Goals (cont'd)

<u>Goal 3:</u> Departments will develop and pilot a common performance assessment for each course that allows students to demonstrate mastery and incorporates literacy, academic language, writing, and reflection.

Top-level actions:

1. Create design guidelines for performance assessments, including reflection, academic language, writing, and a performance component (not just multiple choice).
2. Support departments to select or adapt high-quality rubrics to assess the performance assessments.
3. Pilot a process for cross-department sharing, reflection, and feedback at the end of the year.
4. Continue to build the background knowledge and skills of department chairs to facilitate performance assessment work.

<u>Goal 4:</u> Develop a shared practice of looking at student work to assess and develop best literacy practices.

Top-level actions:

1. Pathways will create a calendar of regularly looking at student work.
2. Fall semester: Non-pathway teachers will form interest-based PLC's and incorporate a literacy focus into their learning.
3. Spring semester: Non-pathway teachers will do a fall literature study of a book on literacy instruction, create an inquiry question connecting their instructional practice to literacy, and begin to look at student work.

EVERY STUDENT THRIVES!

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