OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

High School Network Superintendent's Report

LINKED
LEARNING
OAKLAND

Presented by Matin Abdel-Qawi

Presented to Measure N Commission

May 3, 2022

OUSD High School Grading Shifts

Objectives

1. To learn about the high school work on grading
2. To look for opportunities where you could align your existing priorities with these instructional shifts

What has district staff done so far?

Prior Years →

- For several years, provided **standards based professional development** for high school teachers
- In 2020-21, offered two **standards based grading workshops** attended by over a 100 secondary teachers in total.

2021-2022 →

- Asked high school **principals** for feedback on our existing policy
- **Surveyed 80+ teachers** on their grading practices
- **Researched policies** of other districts (e.g. San Diego, Atlanta, Fairfax County)
- Conducted 3 **teacher focus groups** and 1 for counselors
- Conducted 3 **student focus groups** @O-High and Dewey
- Hosted 2 community engagements

What will happen next?

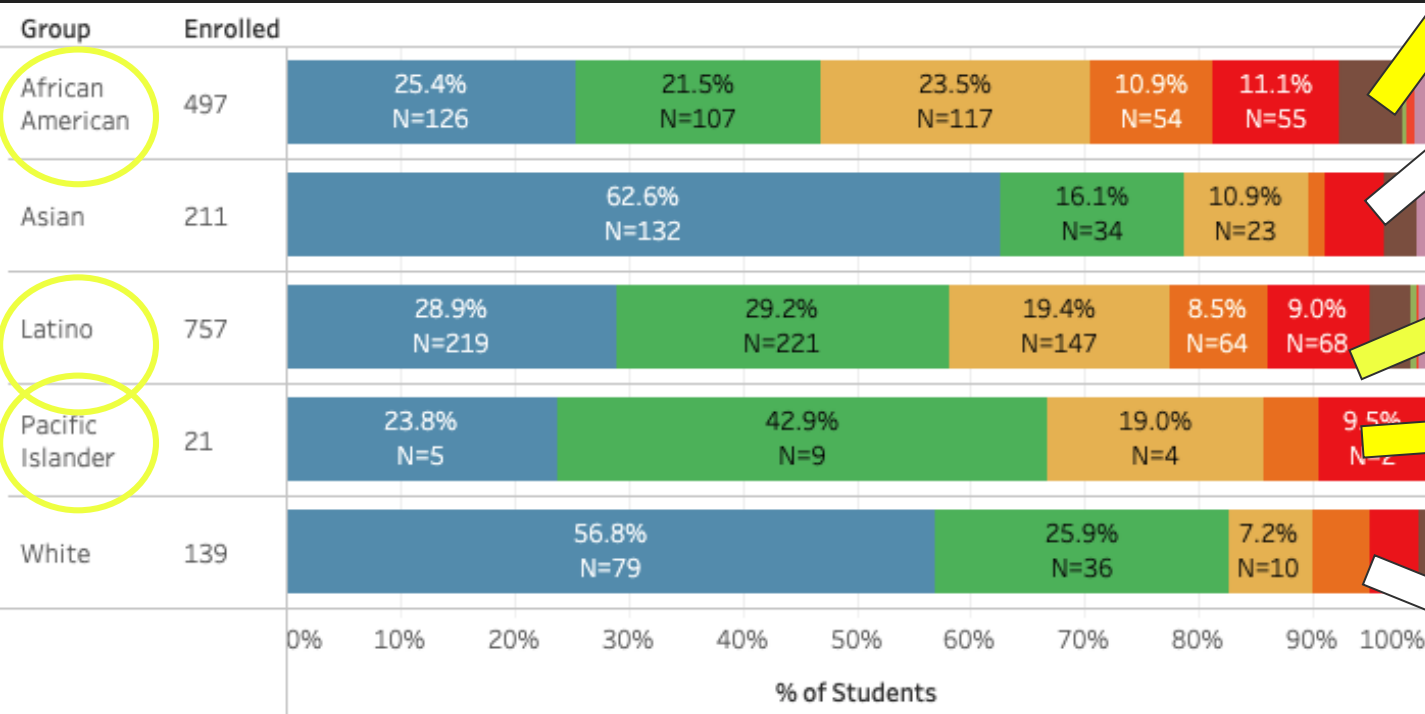| Spring 2022 | → | • April: Revise draft policy for high school grading
• April: Share draft with Superintendent
• May: Engage with OEA Leadership |

| 2022-2023 | → | **Pilot of shifts in grading practice?** |

Graduation Rates by Race in 2020-21

African American 76%

Asian 89%

Latino 64%
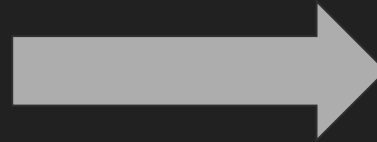
Pacific Islander 72%

White 84%

Why Grading Practices Matter?

Hypothetical Scenario:
Tony takes 4 tests and earns 3 A's and an F

Teacher Steve grades on a 0-100 scale. Tony gets the following grades: 90, 90, 90, and 0.

Tony's test average is: **67.5**

Teacher Michelle grades on a 60-100 scale. Tony gets the following grades: 90, 90, 90, and 60.
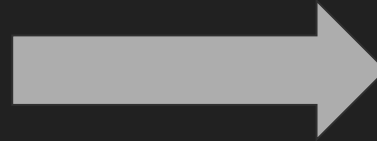
Tony's test average is: **82.5**

What is "a-g"?

- "a-g" represent the subjects that UC and CSU require as minimum eligibility
- "a-g" is **different** from OUSD graduation requirements

Subject Area	Sample Courses	OUSD Graduation Requirement	"a-g" Requirement
History (a)	World History, US History	30 credits	2 years
English (b)	English 1-4, ELD 5	40 credits	4 years
Math (c)	Algebra 1, Geometry, Algebra 2	30 credits	3 years
Science (d)	Biology, Chemistry, Physics	30 credits	2 years
World Language (e)	Spanish 1, Spanish 2	20 credits	2 years
Visual/Perform Arts (f)	Art 1	10 credits	1 yearlong course
Electives (g)	Psychology	50 credits	1 year
Physical Education	PE, Dance	20 credits	0
		230 credits	15 yr long courses

Why does it matter?

- "a-g" courses must be passed with a C grade or higher to count for UC or CSU requirements.
- Every year, graduates from OUSD do not meet the minimum eligibility for a UC or CSU because of having D grades on their transcript.

Racial Inequality

2020-21 "a-g" Completion Rates for OUSD Graduates

Academic Year	School or Pathway	Subgroup	Group Total	
2020-21	All Schools	African American	536	41% 40.9% N = 219 · 59% 59.1% N = 317
		Asian	305	78.0% N = 238 · 22.0% N = 67
		Latino	890	47% 46.6% N = 415 · 53% 53.4% N = 475
		Pacific Islander	20	35% 35.0% N = 7 · 65% 65.0% N = 13
		White	182	74.2% N = 135 · 25.8% N = 47
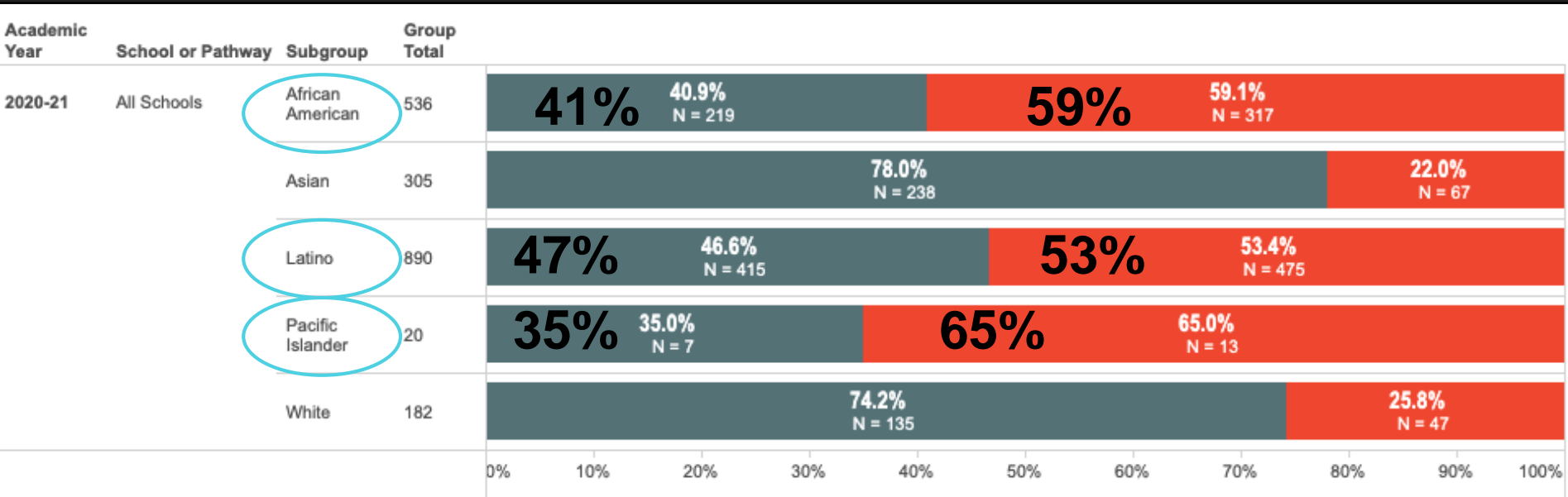
Key Proposed Shift #1

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement.

Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

Grades shall reflect academic learning aligned to clearly defined performance standards including content standards (ELA, History, CTE, Science, Math, etc.); all other non-academic behaviors will be reported separately.

Teachers will use formative and summative assessments that match standards and learning targets when determining grades.

Key Proposed Shift #2 (Keep D)

Current Policy

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average	1.0 grade points
F	(0-59%)	Little or No Achievement	0 grade points
I		Incomplete	0 grade points

Proposed Shift

A	(90-100%)	Exceeding	4.0 grade points
B	(80-89%)	Meeting	3.0 grade points
C	(70-79%)	Developing	2.0 grade points
D	(60-69%)	Emerging	1.0 grade points
F	(50-59%)	Incomplete (becomes F)	0 grade points

50% is the low

Key Proposed Shift #2 (no D)

Current Policy

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
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50% is the low

Key Proposed Shift #3

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/ guardian or send the parent/guardian a written report.
(Education Code 49067)

The district will develop systems that inform all families regularly and frequently about their students' progress in all courses and their students' progress towards "a-g" completion. Such notice regarding student progress shall happen as early as possible but no later than the intervals corresponding to progress reporting periods.

Teachers have the responsibility to communicate with parents whenever student achievement is not commensurate with content standards identified for each course. Whenever a student is not meeting the standards of the course and/or there exists the possibility of failure, the parent or guardian must be notified in one or more of the following ways:
1. Marking a "Fail" in the subject area on the first or second marking period for each semester is considered sufficient notification for issuing a "Fail" on the final semester report.
2. Marking a "D" in the subject area on the first or second marking period for each semester is not adequate warning. However, a "D" on the report, with a comment "In danger of failing" can be considered adequate notification to the parent or guardian.
3. A "Special Report to parents—Unsatisfactory" issued prior to the marking period is considered sufficient notification to the parent or guardian. It should be issued with sufficient time for the student to demonstrate improvement.

Grading Pilot (2022-23)

Sites ➡	2-3 pilot high schools (66% of all 9th grade T's agree to the pilot)	100% participation of 9th grade T's plus at least 1 counselor $2000 stipend/ea.	Full Cohort: daylong **launch (by mid Aug)** Sites: Create detailed letter to parents/ students re: grading	**Ongoing** at Sites: 9th grade teachers/teams **review each MP data**, identify intervention	Full Cohort: **Reflection** at the **end of fall semester** to share practices	
District Staff ➡	Develop materials/ guides, recruit pilot schools, support polling	Support stipends and communication to teachers	Plan & facilitate launch, provide letter templates	Support schools with data collection, coaching, facilitation; Document findings interventions	Plan & facilitate fall semester reflection meeting	Synthesize findings from the year to inform Cohort #2