



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# High School Network Superintendent's Report



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

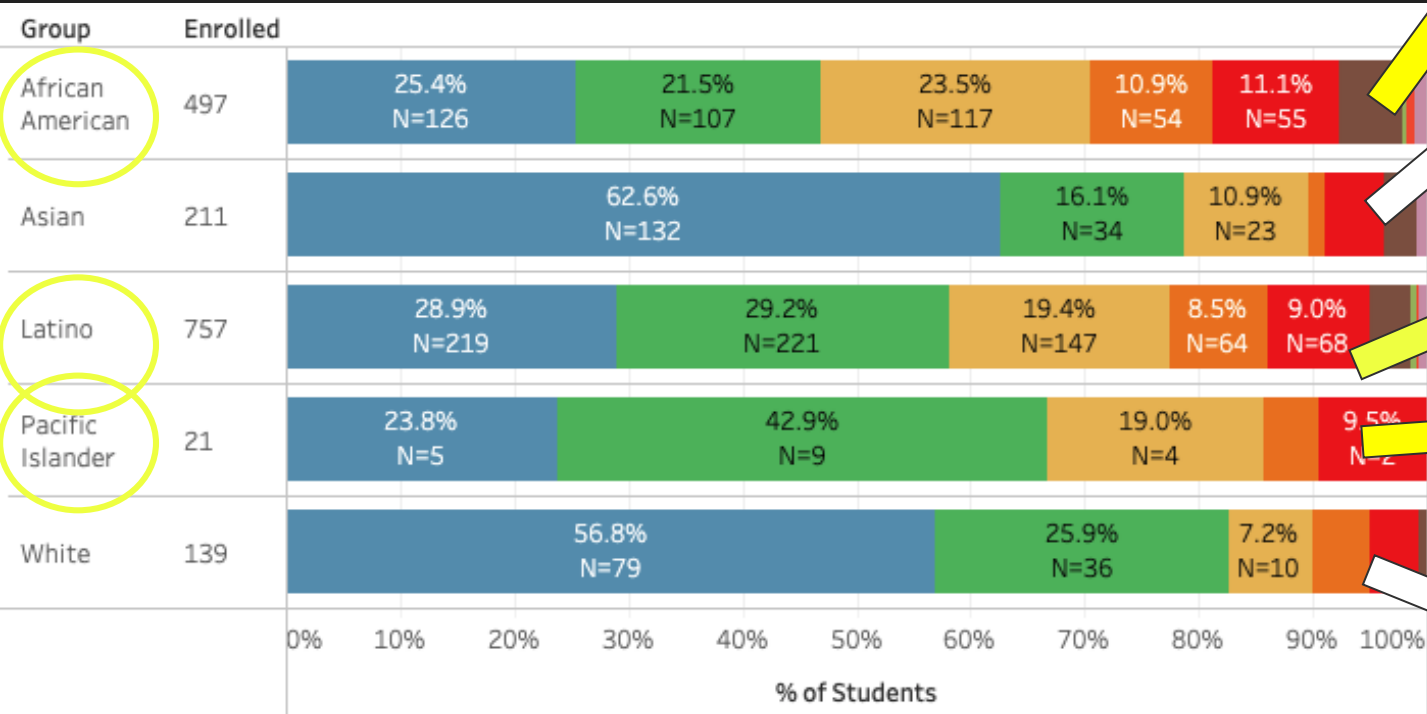
**2022-  
2023**



**Pilot of shifts in grading  
practice?**

# 2021-22 Class Grades by Race

## Marking Period 4: 10th Grade English



D's: 11%  
F's: 11%

D's: 1%  
F's: 5%

D's: 9%  
F's: 9%

D's: 5%  
F's: 10%

D's: 5%  
F's: 4%

# Graduation Rates by Race in 2020-21

African American 76%

Asian 89%

Latino 64%

Pacific Islander 72%

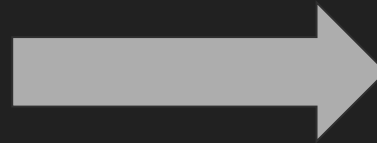
White 84%

# Why Grading Practices Matter?

## Hypothetical Scenario:

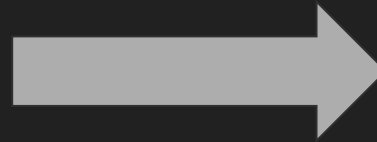
Tony takes 4 tests and earns 3 A's and an F

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

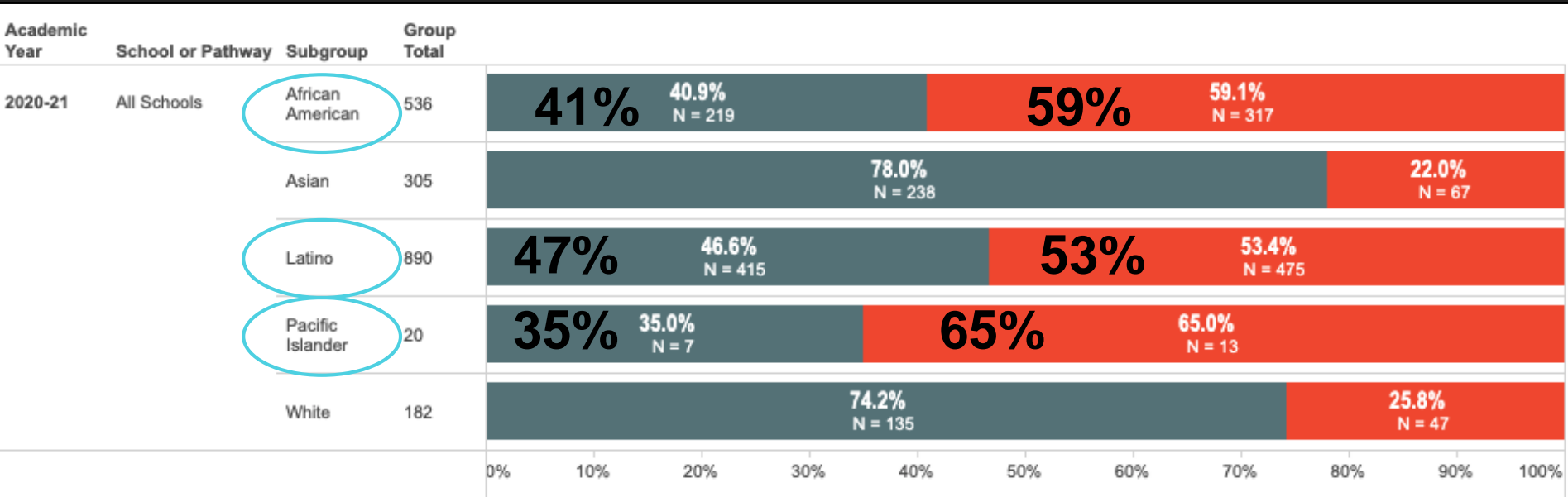
<b>Subject Area</b>	<b>Sample Courses</b>	<b>OUSD Graduation Requirement</b>	<b>“a-g” Requirement</b>
<b>History (a)</b>	<b>World History, US History</b>	<b>30 credits</b>	<b>2 years</b>
<b>English (b)</b>	<b>English 1-4, ELD 5</b>	<b>40 credits</b>	<b>4 years</b>
<b>Math (c)</b>	<b>Algebra 1, Geometry,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

# 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



# 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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# 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