

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

Include SpEd Programs?

Yes

View by Ntwk/Sch District

Select Ntwk/Sch All

Select Grade(s) All

View by Subgroup Ethnicity

Select Subgroup All

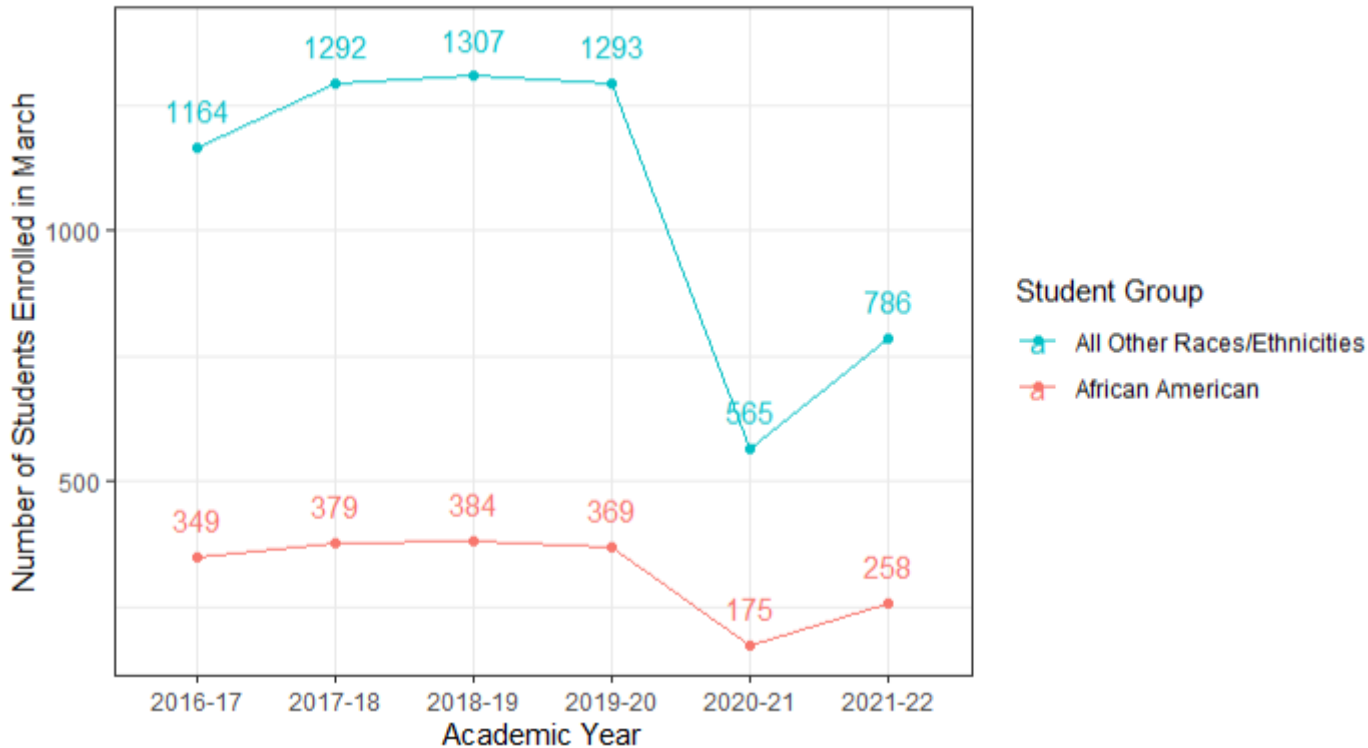
- African American
- Asian
- Filipino
- Latino
- Multiple Ethnicity
- Native American
- Pacific Islander
- White
- Not Reported



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

Historical ECE Enrollment in March

African American Students vs All Other Races/Ethnicities



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

Attendance Group "Do It Yourself" Snapshot

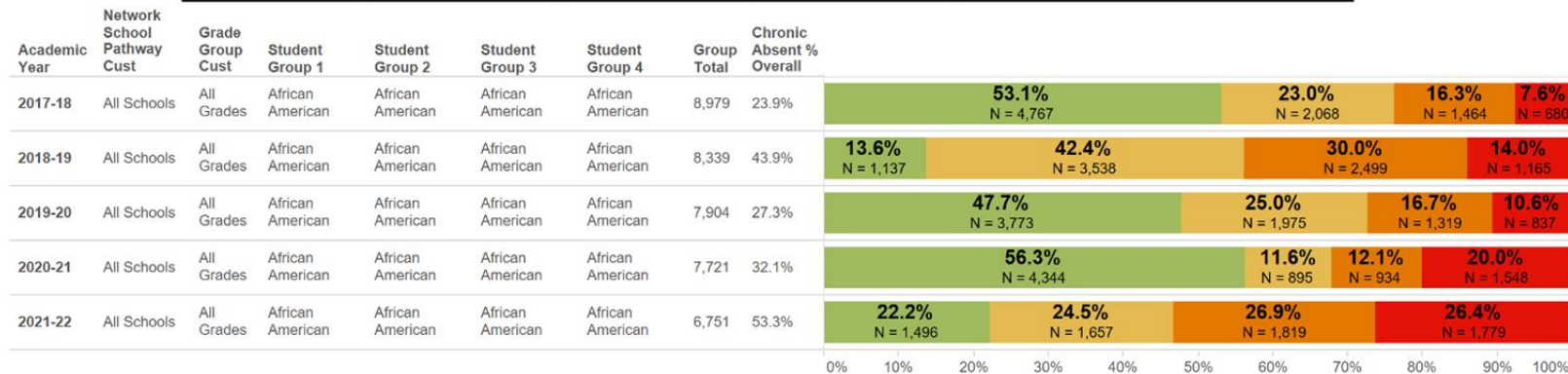
As Of March 14, 2022

Data Last Refreshed On: March 14, 2022



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

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

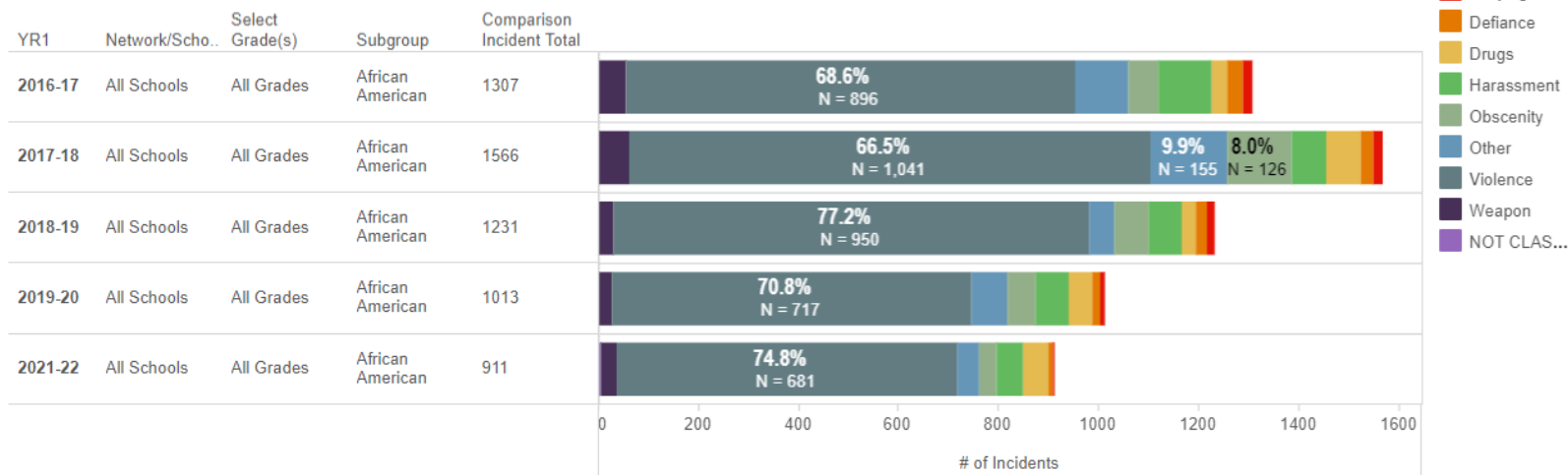


OSS Suspension Incidents (2017 - YTD as of April 4, 2022)

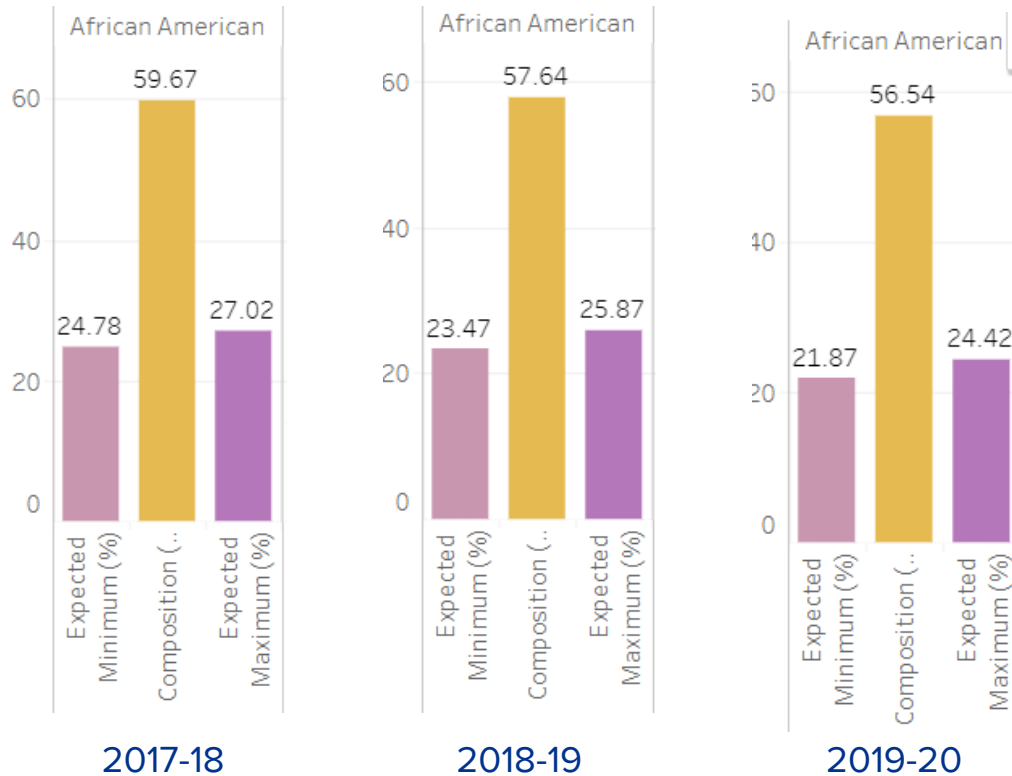
OSS Suspension Incidents by Year

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?

Percent and Number of Suspension Incidents



Over and Under Representation of Students Receiving Discipline Actions

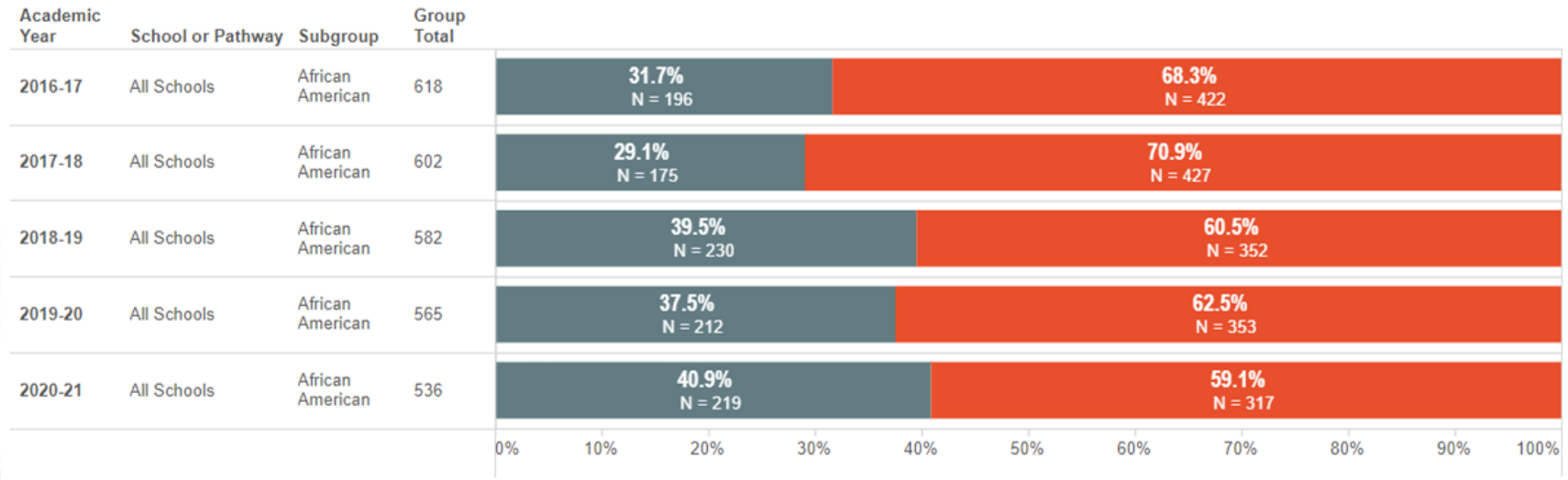


Graphs show whether African American students are above or below the expected maximum or minimum of what is expected given the percentage of enrolled African American students.

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)



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

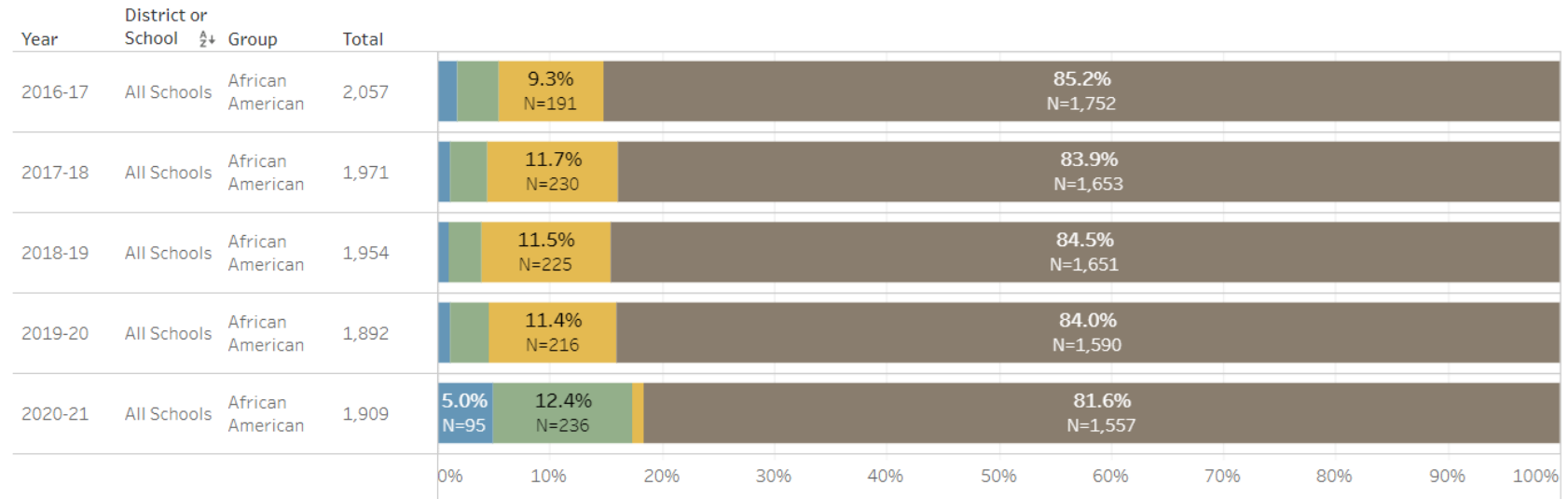
AP Course Enrollment

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

AP Courses



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



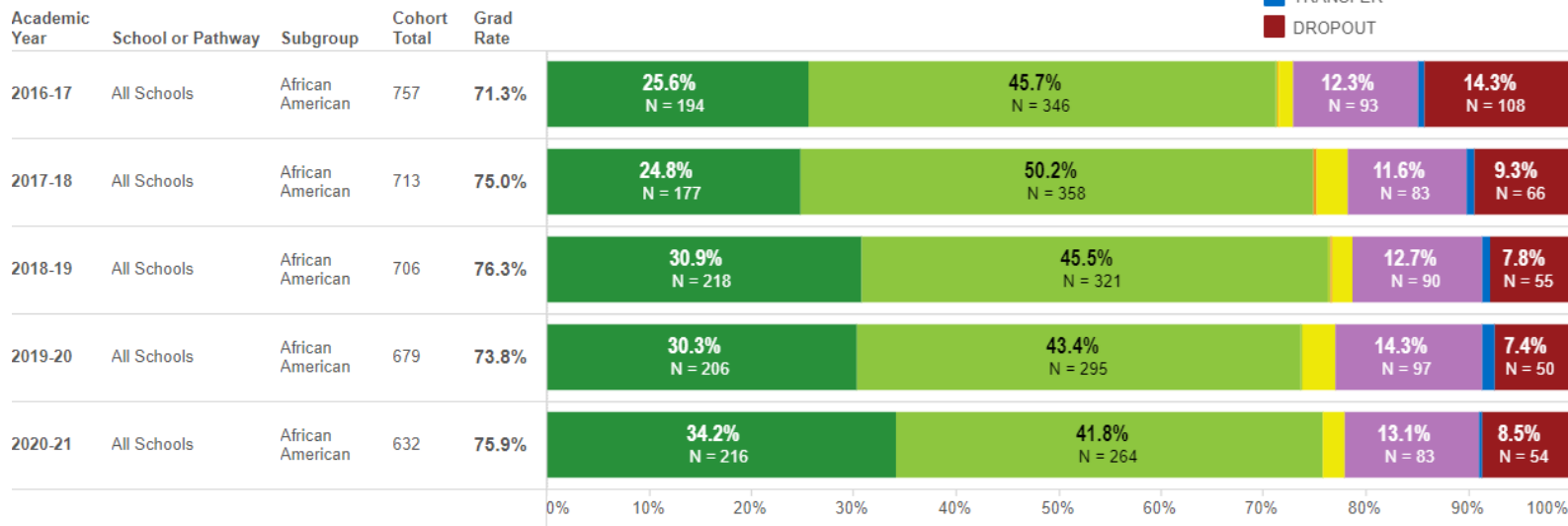
Graduation Rates (2017 - 2021)



Cohort Graduation & Dropout

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

- GRADUATES MET A-G REQS
- GRADS NOT MEETING A-G
- CHSPE COMPLETER
- ADULT GRAD
- GED COMPLETER
- SPEC ED CERT
- STILL ENROLL
- TRANSFER
- DROPOUT



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:	<i>Black students and families</i>

#	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 advisors 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.	Coordinate a mother/female guardian/student event focused on building positive relationships			Tier 2

Focus Area: Academically Prepared	How do we measure it?	LCAP Goal Area(s):
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.	<ul style="list-style-type: none"> Black students are equitably provided with A-G courses, AP classes, academic pathways, internships and dual enrollment. 	1-All Black students graduate college- career- and community-ready. 2-Focal Black student groups demonstrate accelerated growth to close equity gaps.
	What is the community saying? <ul style="list-style-type: none"> Black students feel consistently challenged and provided with the appropriate academic support. Black students have access to Black leadership and career based mentoring. 	Targeted Groups make accelerated growth: <ul style="list-style-type: none"> Early Literacy, ELA, Math, Science Graduation, OnTrack to Graduate Connectedness, Chronic Absenteeism,
	Key Strategies <ul style="list-style-type: none"> Expose Black students to Black-led STEAM programs. Provide Black students with Black literacy coaches. 	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	How do we measure it?	LCAP Goal Area(s):
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	<ul style="list-style-type: none"> 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. 	2-Focal Black student groups demonstrate accelerated growth to close equity gaps.
	What is the community saying? <ul style="list-style-type: none"> Black students consistently feel safe and cared for. Black students believe they have 	Targeted Groups make accelerated growth: <ul style="list-style-type: none"> 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

www.ousd.org



@OUSDnews

1000 Broadway, Suite 300, Oakland, CA 94607

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](#)