



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

High School Network Superintendent's Report Key Performance Indicator Update



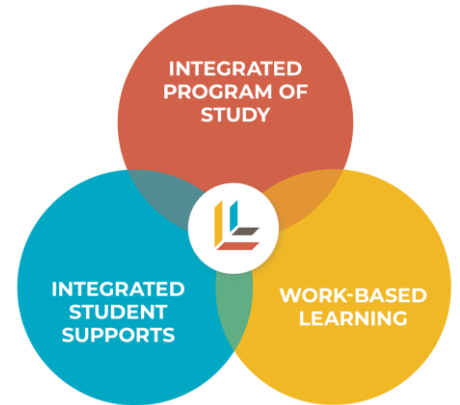
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Presented to Measures N & H Commission

October 1, 2024

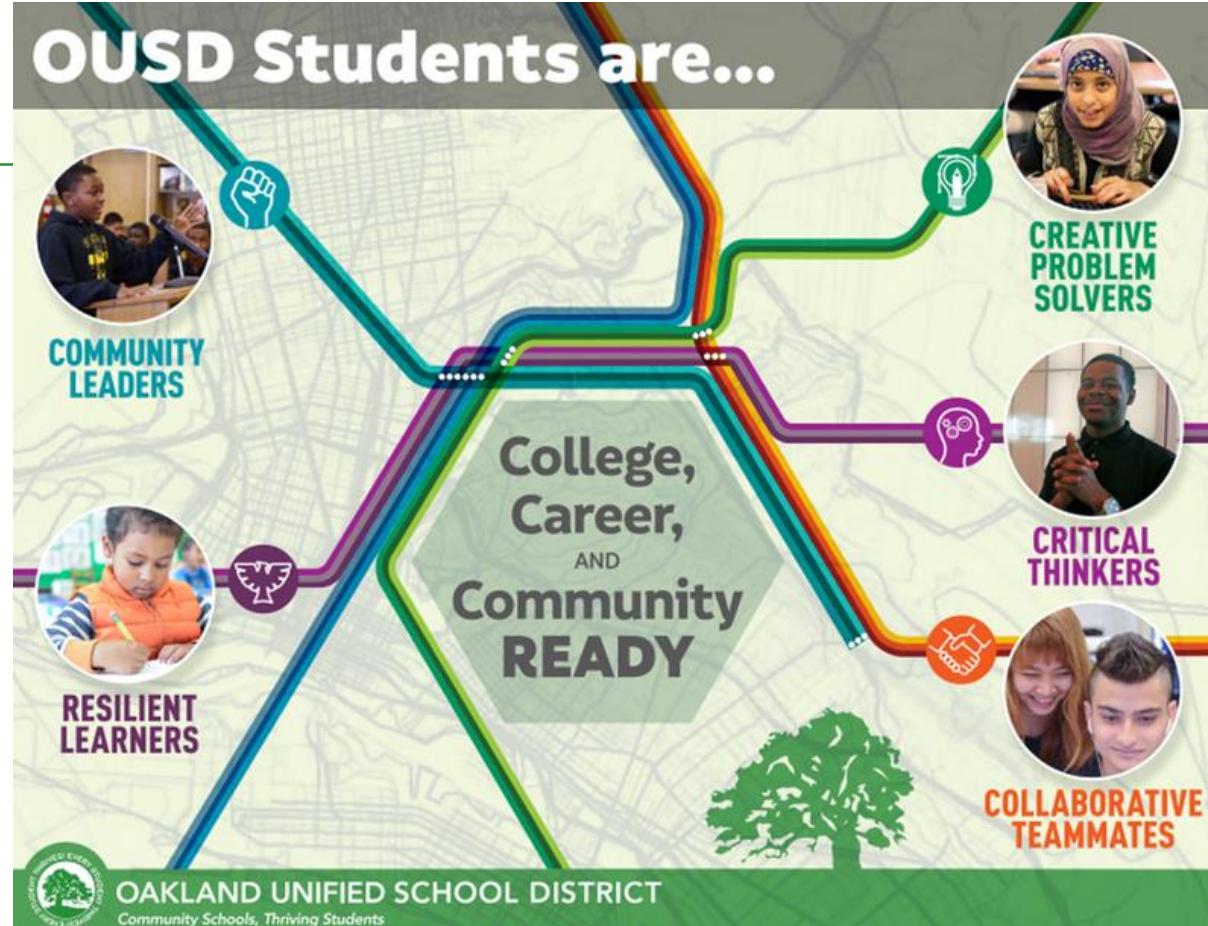
Outcomes

- Share current progress on High School Key Performance Indicators related to Postsecondary Readiness and Dual Enrollment.
- Gather insight from Measures N & H Commissioners to inform ongoing planning



Our Vision: OUSD Students are...

All students will graduate from OUSD college, career, and community-ready.



High School Network Strategic Plan

Supporting Empowered Graduates (2024-2025)

| | Focal Area 1: Prepare Students for Post-Secondary Success | Focal Area 2: Provide Systems of Personalized Supports | Focal Area 3: Integrate Real World Learning |
|------------|--|---|--|
| Goals | Goal 1: Students will be prepared for post-secondary success | Goal 2: Students will receive support inside and outside the classroom to thrive academically and social-emotionally | Goal 3: Students will experience rigorous and relevant learning that integrates real-world content |
| Objectives | <ol style="list-style-type: none"> 1. Increase the % of 12th-grade students with completed post-secondary plans and identified post-secondary goals. 2. Increase the % of students with financial literacy skills. 3. Increase the % of students who access college & career awareness and exploration visits, early college credit, and work-based learning opportunities. 4. Increase the % of students accessing a robust Linked Learning pathway experience. | <ol style="list-style-type: none"> 1. Improve student access to A-G courses. 2. Increase the % of students engaged in discussions about academic and personal goals. 3. Increase the % of students recovering academic credit during the school year. 4. Improve overall student engagement | <ol style="list-style-type: none"> 1. Improve overall student learning outcomes in literacy and numeracy. 2. Increase the # of teachers consistently implementing Tier I instructional strategies as outlined in OETF Domains 2 and 3. 3. Increase the # of classrooms where students engage in meaningful and rigorous discussions with one another about standards-based, grade-level-appropriate course content. 4. Increase the # of classrooms delivering learning experiences integrating core content, Career Technical Education, and Work-Based Learning. 5. Increase the # of teachers Implementing board-adopted curriculum and curriculum-embedded assessments. 6. Increase the # of teachers engaging with research-based instructional improvement strategies. |

High School Network Strategic Plan Supporting Empowered Graduates (2024-2025)

| | Focal Area 1: Prepare Students for Post-Secondary Success | Focal Area 2: Provide Systems of Personalized Supports | Focal Area 3: Integrate Real World Learning |
|----------------------------|---|---|---|
| Goals | Goal 1: Students will be prepared for post-secondary success | Goal 2: Students will receive support inside and outside the classroom to thrive academically and social-emotionally | Goal 3: Students will experience rigorous and relevant learning that integrates real-world content |
| Key Performance Indicators | <p>1a. % of students with completed post-secondary plans</p> <p>1b. % of students identified post-secondary goals</p> <p>1c. % of students matriculating into post-secondary education and training programs (2, 4-year colleges, trades, apprenticeships)</p> <p>2a. % of students with completed financial aid applications</p> <p>2b. % of students completing financial literacy courses/workshops/units</p> <p>3a. % of students taking DE courses</p> <p>3b. % of students passing DE with grades of C or better</p> <p>3c. % of students participating in WBL continuum activities:</p> <p>3d. % of students participating in college and career exploration experiences (college visits, career visits, internships, WEE, job fairs)</p> <p>4a. % of students enrolled in LL pathways</p> <p>4b. % of students in pathway cohort classes for at least 50% of their day</p> <p>4c. # of Linked Learning pathways meeting LL quality standards</p> <p>4d. % of students completing CTE pathway course sequences</p> | <p>1a. % of courses in HS master schedules that are A-G aligned</p> <p>1b. % of students enrolled with A-G aligned class schedules</p> <p>1c. % of students on track to graduation each semester</p> <p>2a. % of students participating in a minimum # of counselor 1:1's and classroom engagements per year</p> <p>3a. % of students enrolled in school-year academic recovery (central)</p> <p>3b. % of students enrolled in school-year academic recovery (site-based)</p> <p>3c. % of students earning a grade of C or better in school-year academic recovery courses</p> <p>4a. % of students with satisfactory attendance</p> <p>4b. % of students classified as Chronically Absent</p> <p>4c. % of students suspended</p> <p>4d. # of suspension incidents</p> <p>4e. % of schools where at least 70% of students feel connected to their school, as measured by CHKS</p> | <p>1a. 65% of students reach their growth goals on i-Ready reading assessment</p> <p>1b. 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p> <p>2a. % of classrooms/teachers implementing Tier 1 instructional strategies</p> <p>3a. % of classrooms implementing student-to-student talk protocols (as measured by IPG indicator 3D)</p> <p>4a. % of classrooms providing integrated learning experiences as measured by IPG</p> <p>5a. % of students engaging with board-adopted curriculum</p> <p>5b. % of students completing curriculum-embedded assessments</p> <p>5c. % of students demonstrating mastery of grade-level standards on curriculum-embedded assessments</p> <p>6a. # of teachers implementing cycles of inquiry to inform their instructional practice</p> |

2024-2025 High School Strategic Plan: A Work in Progress

- Several key performance indicators (KPIs) are in the process of revision
- Additional KPI's in development for credit recovery, Senior capstone, and Counseling
- 2024-2025 targets to be finalized by HSLLO staff
- ***Revisions/additions to be completed by October 2024***

Postsecondary Readiness

Key Performance Indicators: Postsecondary Readiness

| | Class of 2022 | Class of 2023 | Class of 2024 | Class of 2025 |
|--|---------------|---------------|----------------|---|
| % of graduates with completed post-secondary plans | 56% | 65% | 64% | <i>In Progress</i> |
| % of graduates with identified post-secondary goals | 92% | 94% | 90% | <i>In Progress</i> |
| % of graduates enrolled at a post-secondary institution | 49.6% | 54.9% | <i>Pending</i> | <i>In Progress</i> |
| % of graduates applied to a post-secondary institution* | 62% | 74% | 78% | <i>In Progress</i> |
| % of graduates with completed financial aid applications | 74% | 77% | 67% | <i>In Progress (application opens December 1, 2024)</i> |

* Not currently listed on HS Strategic Plan as a Key Performance Indicator; will be added to final KPI list for 2024-2025.

Focal Student Group Progress Over Time

| | % of graduates with completed post-secondary plans* | | | |
|---------------------------|---|---------------------------|------|---------------|
| | 2022 | 2023 | 2024 | 2025 (Target) |
| African American | 51% | 62% | 61% | 65% |
| Latino | 56% | 61% | 58% | 65% |
| Native American | 30% | 66% | 20% | 100%** |
| Pacific Islander | 44% | 14% | 63% | 100%** |
| Students with IEPs | <i>Data not available</i> | <i>Data not available</i> | 56% | 65% |

* Completed post-secondary plans are defined as: an identified post-secondary goal, completed financial aid application, and at least one application to a post-secondary institution (2 year, 4 year, (pre)apprenticeship/pre-employment program)

**Population sizes are of a significantly smaller population, indicating the ability to effectively target all currently enrolled 12th grade students

Focal Student Group Progress Over Time

| | % of graduates with identified post-secondary goals | | | |
|--------------------|---|---------------------------|------|---------------|
| | 2022 | 2023 | 2024 | 2025 (Target) |
| African American | 89% | 94% | 91% | 95% |
| Latino | 93% | 93% | 86% | |
| Native American | 100% | 66% | 80% | |
| Pacific Islander | 92% | 81% | 100% | |
| Students with IEPs | <i>Data not available</i> | <i>Data not available</i> | 88% | |

Focal Student Group Progress Over Time

| | % of graduates enrolled at a post-secondary institution (<i>within 1 semester of graduation</i>) | | | |
|---------------------------|--|------|----------------|---------------|
| | 2022* | 2023 | 2024 | 2025 (Target) |
| African American | 37% | 36% | <i>Pending</i> | 41% |
| Latino | 35% | 38% | <i>Pending</i> | 43% |
| Native American | 25% | 29% | <i>Pending</i> | 34% |
| Pacific Islander | 22% | 25% | <i>Pending</i> | 30% |
| Students with IEPs | 24% | 25% | <i>Pending</i> | 30% |

**College enrollment data is collected and reported by the National Student Clearinghouse. Internal data indicates discrepancies between the enrollment data reported to OUSD by NSCH and Peralta Community College District. Preliminary reports for the Class of 2022 and 2023 show at least 230 students enrolled in a Peralta Community College whose data was not captured by NSCH, leading the HSLLO to believe that OUSD college enrollment has been underreported. OUSD staff is working with NSCH to improve student demographic data matching to more accurately reflect OUSD college-going rates for future graduating classes.*

Focal Student Group Progress Over Time

| | % of graduates with postsecondary applications | | | |
|--------------------|--|---------------------------|------|---------------|
| | 2022 | 2023 | 2024 | 2025 (Target) |
| African American | 57% | 69% | 76% | 80% |
| Latino | 63% | 70% | 72% | |
| Native American | 40% | 66% | 60% | |
| Pacific Islander | 48% | 40% | 88% | |
| Students with IEPs | <i>Data not available</i> | <i>Data not available</i> | 71% | |

Focal Student Group Progress Over Time

| | % of graduates with completed financial aid application | | | |
|--------------------|---|---------------------------|------|---------------|
| | 2022 | 2023 | 2024 | 2025 (Target) |
| African American | 69% | 74% | 63% | 70% |
| Latino | 72% | 73% | 62% | |
| Native American | 30% | 66% | 40% | |
| Pacific Islander | 52% | 52% | 63% | |
| Students with IEPs | <i>Data not available</i> | <i>Data not available</i> | 51% | |

Data Collection: Postsecondary Outcomes Tracker

Used by site **postsecondary staff** and partners to track services and outcomes for seniors on key **postsecondary milestones**.

Regular updates allow postsecondary teams to conduct **strategic, data-based interventions**.

Single interface that includes:

- Demographic information
- Financial Aid Application Status
- Postsecondary Application Status
- Dual Enrollment, Work Permit, and Internship Data

OUSD Staff who contribute to the Postsecondary Tracker:

- Counselors, Transition Specialists, Teachers, Administrators, College and Career Readiness Specialists, Work Based Learning Liaisons, Special Education Coaches and Specialists

Community-Based Partners who contribute to the Postsecondary Tracker:

- EBSCC, DCAC/EAOP, OneGoal, TRiO @ USF, Northeastern, and Cal, Oakland Promise, Peralta Community College District, CSUEB, CSAC

Key Strategies to Support Postsecondary KPIs

- **Pathway-based** campus visits, guest speakers, and career **exploration**
- **Intensive support for LCAP population seniors** as they create postsecondary goals, apply to postsecondary institutions, and submit financial aid.
- Strategic, **data-driven intervention** for focal populations, grades 9-11.
- Creation and maintenance of **data tools** such as the postsecondary outcomes tracker.
- **Site-based coaching** to support teams' and partners' **use of data** to make strategic plans for student support that center our students furthest from opportunity.
- Ongoing **professional development** for OUSD staff, as well as regular **learning community** gatherings for community-based postsecondary access partners.

Dual Enrollment

Key Performance Indicators

| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|--|-------------------------------|-------------------------------|-----------------------------|--------------------|
| % of students in grades 9-12 enrolled in a Dual Enrollment course | 12.7% | 13.2% | 14.2% | <i>In Progress</i> |
| % of students earning grades of C or better in Dual Enrollment courses | Fall '21: 80% Spr '22: 85% | Fall '22: 82% Spr '23: 85% | Fall 23: 85% Spr 24: 88% | <i>In Progress</i> |
| % 12th graders who took 1+ DE courses by the end of their senior year* | 35% | 38% | 44% | <i>In Progress</i> |



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Dual Enrollment:

- Students in grades 9-12
- College courses taught by college professors
- At OUSD campuses during the school day
- Credit-bearing
- Coordinated by OUSD HSLLO

* Not currently listed on HS Strategic Plan as a Key Performance Indicator; will be added to final KPI list for 2024-2025.

Focal Student Group Progress Over Time

| | % of students in grades 9-12 enrolled in a Dual Enrollment course | | | |
|---------------------------|---|-----------|-----------|--------------------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 (Target) |
| African American | 11% | 11% | 14% | +1% |
| Latino | 13% | 13% | 14% | |
| Native American | 15% | 12% | 7% | |
| Pacific Islander | 12% | 13% | 15% | |
| Students with IEPs | 9% | 10% | 12% | |

Focal Student Group Progress Over Time

| | % of students earning grades of C or better in Dual Enrollment courses | | | |
|---------------------------|--|---------------------------------|--------------------------------|--------------------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 (Target) |
| African American | Fall '21: 72% Spr '22: 86% | Fall '22: 80% Spr '23: 83% | Fall '23: 84% Spr '24: 86% | 90% |
| Latino | Fall '21: 78% Spr '22: 82% | Fall '22: 78% Spr '23: 82% | Fall '23: 82% Spr '24: 87% | |
| Native American | Fall '21: 100% Spr '22: 50% | Fall '22: 100% Spr '23: 100% | Fall '23: N/A Spr '24: 100% | |
| Pacific Islander | Fall '21: 79% Spr '22: 80% | Fall '22: 69% Spr '23: 69% | Fall '23: 45% Spr '24: 100% | |
| Students with IEPs | Fall '21: 54% Spr '22: 87% | Fall '22: 74% Spr '23: 74% | Fall '23: 90% Spr '24: 89% | |

Focal Student Group Progress Over Time

| | % 12th graders who took 1+ DE courses by the end of their senior year | | | |
|--------------------|---|-----------|-----------|--------------------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 (Target) |
| African American | 30% | 30% | 36% | +2% |
| Latino | 36% | 38% | 45% | |
| Native American | 30% | 20% | 25% | |
| Pacific Islander | 47% | 20% | 36% | |
| Students with IEPs | 26% | 26% | 26% | |

Site Support for Students in Dual Enrollment

- **Dual Enrollment Point Person:**

- Coordinates student enrollment and orientation
- Facilitates study hall for enrolled students when DE courses are not in session
- Maintains communication with and between DE instructors and students

- **Dual Enrollment Site Coordinator:**

- Responsible for program development and maintenance at the school
- Serves as a liaison between the school, HSLLO, and Peralta Community College District
- Coordinates course selection in accordance with the school's academic/pathway priorities, course availability, and student interest

OUSD/Peralta Community College Collaboration

- **Quarterly collaboration beginning in 2023-2024**
- **2024-2025 OUSD/PCCD Goals:**
 - Matriculation from OUSD → PCCD
 - ***Dual Enrollment student success***
 - Career Education Pathways aligned to OUSD pathways
- **Quarterly progress monitoring**
 - December 2024
 - February 2025
 - April 2025

Questions?