



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

SPSA Data Set

School Name



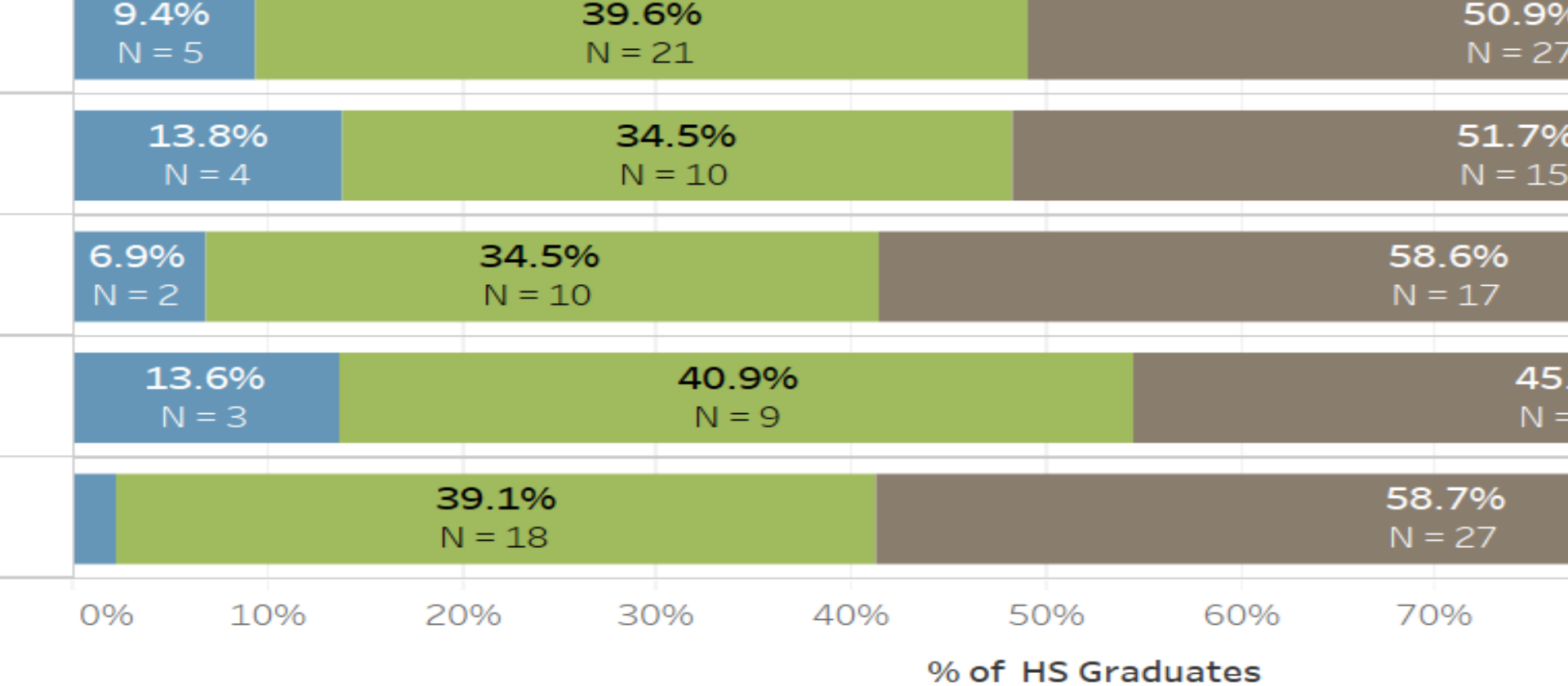
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**Progress
To
Goals**

**2017-2018
Schoolwide Data**



HS graduates enrolling in College within one year graduating

Between 2012 AND 2015, the average number of high school graduates enrolling in college within one year after graduating from a two year college was 37.3% and four year colleges 10.9% respectively. When we compare our percentages to the districts' average of 35.4% for two year colleges, we seem to be holding our own, but when compared to the district's average of 26.9% for a four year institutions, we have work to do. We are mindful that the percentages can be misleading due to the small number of students enrolled.

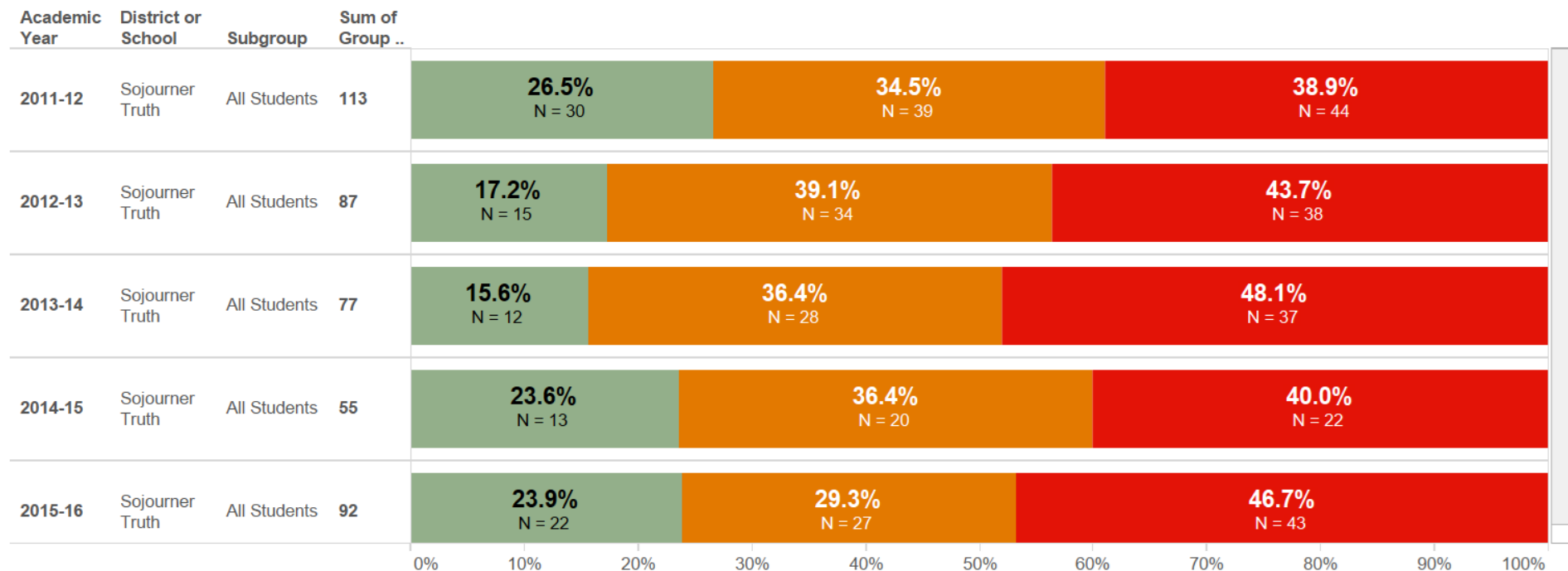
Goals: Increase the number of students entering a two or four-year college/university after graduation by at least 10 percentage points each year until 2020



- GRAD
- STILL ENROLL
- DROPOUT

Cohort Graduation & Dropout

Select Year All View by District/School School Select School Sojourner Truth View by Group All Students Select Group(s) All



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.

Cohort Graduation and dropout Rate

According to the dashboard data, Independent Study's average cohort graduation rate over a four year period (2012 thru 2016) was, 21.4%; 35.1% still enrolled, and 43.4% dropped out of school. On the contrary, the district's averages over the same period of time was 62.6%, 13.6%, and 23% respectively. However, due to the inconsistent process that RAD uses (cohort graduation rate and coding or tracking of students when students disenroll) to capture data results, it is safe to say that data or indicators that we use to drive decision-making is incorrect.

Goal: At least a 15% increase in students' graduation rate annually by 2020



On Track to Graduate

Academic Year
2017-18

Select School
Sojourner Truth

Grade
Grade 12

Pathway
All

Ethnicity
All

Gender
All

Home Language
All

English Fluency
All

Fluency Subgroup
All

Special Ed Status
All

Free/Reduced Lunch
All

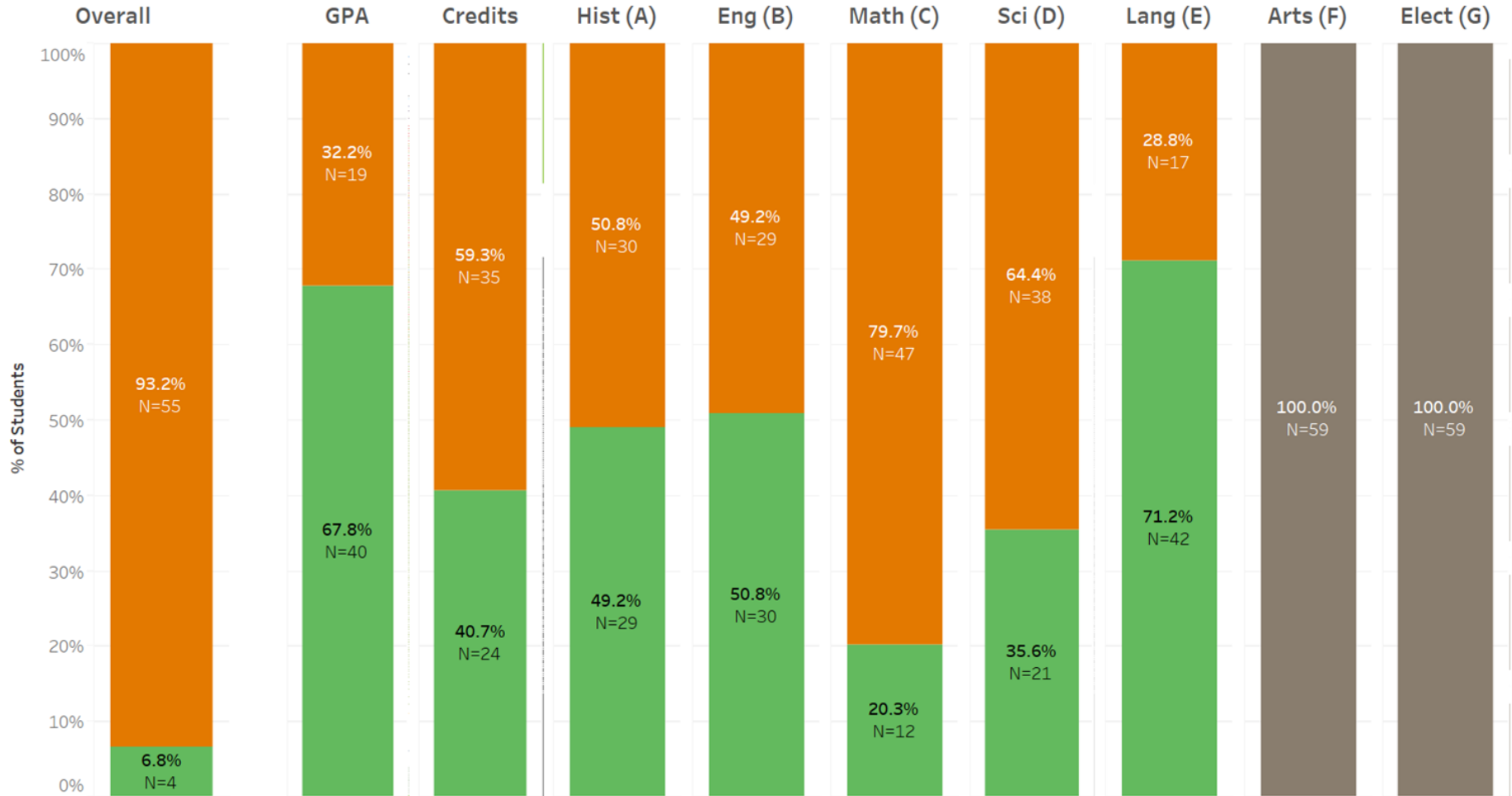
Foster Status
All

Hist (A)
Status

Off-Track

On-Track

N/A



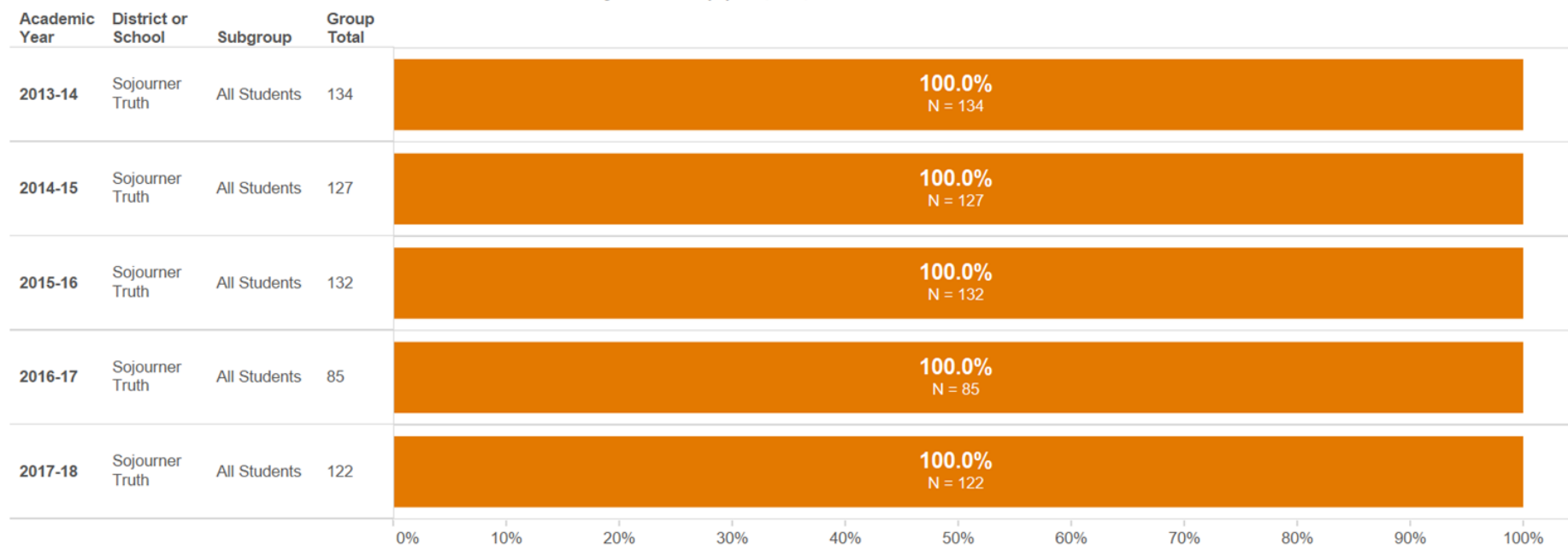
On track to Graduate

Due to nature the nature of the Independent Study program, the majority of students who enroll in Independent Study are off-track, with 93.2% failing to meet the district's AG requirements. However, with exception of Math at 20.3% and Science at 35.6%, students have made significant progress in meeting AG requirements, with History at 49.3%, English at 50.8%, and Language at 71.2% respectively

Goal: 15% increase annually in the # of students who take A-G courses and graduate with 230 credits by 2020..

■ Non-Pathway

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



Data was last updated on **September 21, 2017**. For more information about the data on this report, please contact **Kevin Schmidke** at kevin.schmidke@ousd.org.

The number of students enrolled in a Pathway

Because of the uniqueness of Independent Study, we have been challenged in identifying the school's identity, the core curriculum, instructional strategies, and the pathway that we will use to get all students college, career, and community ready. As a result, we do not have any students enrolled in a pathway. However, we have begun a concerted and collaborative effort to start the process.

Goal: 90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, etc...by 2020

Sojourner Truth Dual Enrollment

We do not have any students dual enrolled!

Goal: Increase the # of students who are dual enrolled by at least 10 percentage points each year until 2020.

**Progress
To
Goals**

**2017-2018
Literacy Data**



"Mouse over" the light bulb
to the left for important
information

- At Grade Level
- Above Grade Level
- 1 Year Below Grade Level
- Multiple Years Below Grade Level
- Did Not Take

Reading Inventory (SRI) - Student Performance

2017-18 Assessment and Enrollment Data As Of: 1/10/2018

Select
Academic Year
Multiple values

Select
Test Admin(s)
MidYear

Individual
Grade(s) Included
Multiple values

View by Network/School/Pathway
School

View By Grade Group
All Grades

View by Student Group
All Students

Select Network/School/Pathway
Sojourner Truth

Select Grade Group(s)
All

Select Group(s)
All

Academic Year	Admin	Network School Pathway	Grade Group	Student Group	Total				
2015-16	MidYear	Sojourner Truth	All Grades	All Students	182	16.5% N = 30	35.2% N = 64	20.3% N = 37	14.8% N = 27
2016-17	MidYear	Sojourner Truth	All Grades	All Students	122	23.8% N = 29	26.2% N = 32	17.2% N = 21	23.8% N = 29
2017-18	MidYear	Sojourner Truth	All Grades	All Students	157	96.8% N = 152			

Sojourner Truth's Student Reading Inventory

Between 2015-16 and 2016-17, when the majority of students were administered the test, approximately 49% have consistently average one year below, at grade level or above on the Scholastic Reading Inventory. This trend seems to suggest if we focus more on the administration and student preparation, students will scores improve on the SRI.

Also, given that in many ways, Sojourner Truth' student population is very similar to the transient student population in our continuation schools, with most students enrolling and disenrolling or graduating from program throughout the year, we understand that if data is going to accurately reflect how we are supporting students, we must have a baseline on them when students enter and leave program. The alternative collaborative has agreed to use the SRI as the tool to track students progress. But we have not consistently gotten a baseline or tested our students. More importantly, if we are not consistently getting a baseline or tracking them, we are not using data effectively to inform our work and drive decision making in terms of supporting students in graduating being college, career, and community ready.

**SBAC Performance Level**

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

Academic Year(s)
Multiple values

View by Network/School
School

Select Network / School(s)
Sojourner Truth

View by Group
All Students

Select Group(s)
All

Test Subject(s)
All

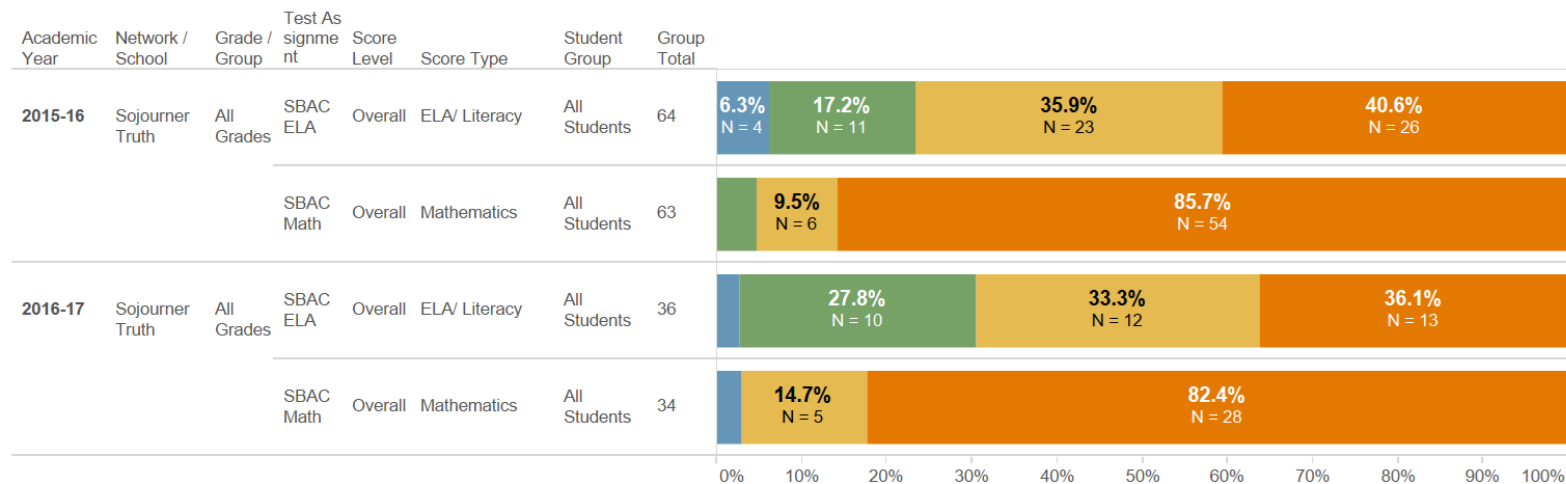
View by Overall or Claim
Overall

Select Claim(s)
All

View by Grade / Group
All Grades

Select Grade / Group(s)
All

SBAC Score Comparisons



Independent Study SBAC Results

Between 2015-16 and 2016-17, approximately 63% of the students scored: nearly met, met. or exceeded standards on the SBAC ELA assessment, and exceeding the district's 53.8% average. .

English Learner Progress

Because of the very small # of students in program, varying between 1 and 5 between 2014-15 and 2016-17, the percentages are extreme (66% growth in 2015, 14.3% in 2015-16, and 44.4% in 2016-17) as well, making data unreliable in terms of measuring growth.

Goal: Increase ELs and long term ELS' reclassification rate by at least 10 percentage points for the next two years

What are your current literacy strategies?

— **Writing with Evidence:** identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff — to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction

What is working? Teachers and support staff beginning to work more collectively and collaboratively to reach goals and students' outcomes. Structures and processes fostering a more collective and collaborative vision, with goals and student outcomes.

What is not working? A master schedule and sequence of coursework, CTE skills development, and work-based experiences that that are aligned with Technology Pathway and will lead to students having more college and career opportunities.

What barriers are getting in the way? Time and the resources to develop a comprehensive Technology Pathway

What is this data telling you about how your school needs to grow in literacy? While some of the points may be misleading, non-relevant, or just incorrect, the SRI and SBAC results clearly show a disproportionate percentage of students are multi grade levels below proficiency and in need of more academic support as well as a focus on testing preparation and administration of tests. Also, the data clearly shows that we should develop best instructional strategies that will improve students' reading and writing skills. We will also need to work with RAD to develop a more reliable process or indicators to capture data results that we will be used to inform our decision-making What practices are going to get you there?

Why? More effective communication of school vision with very clear goals and student outcomes, coupled with more clear structures and processes that fosters teachers and support staff working more collectively and collaboratively to reach school goals and student outcomes

Create Literacy Goals for SPSA

Literacy Goal 2018-2019	Related Indicator	Target Student Group(s)	2017-2018 Baseline	2018-2019 Target	Related WASC Goal
15% and 10% respectively...students who are 1 year below, at grade level or exceeding on SRI and SBAC		All	55.5%--70.3%	63.9%--77.3%	

Progress To Math Goals

On average, over a two year period (2015-16 and 2016-17) approximately 85% of the students are not meeting Math Standards.

Goals: at least a 10% increase in the # of students who at near, at, or exceeding grade level on SBAC assessments

What are your current Math strategies?

Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life

What is working?

Teachers and support staff beginning to work more collectively and collaboratively to reach goals and students' outcomes...

Structures and processes fostering a more collective and collaborative vision, with goals and student outcome....

Teacher workshops and PDs focused on best instructional practices , data analysis and how to apply it to inform instruction

What is not working?

A master schedule and sequence of coursework, CTE skills development, and work-based experiences that are aligned with Technology Pathway and will lead to students having more college and career opportunities.

What barriers are getting in the way? Time and the resources to develop a comprehensive Technology Pathway

What is this data telling you about how your school needs to grow in Math?

While some of the points may be misleading, non-relevant, or just incorrect, the SRI and SBAC results clearly show a disproportionate percentage of students are multi grade levels below proficiency and in need of more academic support as well as a focus on testing preparation and administration of tests. Also, the data clearly shows that we should develop best instructional strategies that will improve students' reading and writing skills. We will also need to work with RAD to develop a more reliable process or indicators to capture data results that we will be used to inform our decision-making

Reflections

For Sojourner Truth to grow, we must become more intentional...not only having a collective and shared vision, with smart goals and outcomes, but all staff taking collective ownership and work collaboratively to ensure that we reach those goals and outcomes. The process starts with having a very clear identity or pathway, engaging curriculum, effective school-wide instructional practices, clear students outcomes, and timely and relevant data to inform our work and decision making. While we have leverage the strength of the program, students' SEL support and have a very clear and collective vision, all staff have not readily embraced the ownership aspects of process.

While we have made inroads in developing protocols to be more transparent and engaging more staff, students, parents, and community in the involvement of the school's Professional Learning Community (PLC) , we have not being very comprehensive or intentional in our approach. However, we are beginning to focused more on the development of the identity or pathway and a project-based curriculum, and teacher training to supporting them in understanding and creating projects that are relevant and engaging, leading to targeted student outcomes.

Continued Reflections

Also, we must continue the process of realigning the core curriculum with a after-school program in our efforts to develop a more seamless and coherent program that not only aligns with the pathway and curriculum, but gives students more elective options as well as CTE classes that lead to student skill development, internships and experiences that lead to students being college, career, and community ready. We look forward to continuing the discussions with the district about providing us accurate, timely, and relevant data that we will get us closer to a PLC, using data to inform our work. The last aspect of this process is to identify and aligned all resources, including Measure N funds, and partnerships that supports us in efforts!

EVERY STUDENT THRIVES!



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1000 Broadway, Suite 680, Oakland, CA 94607

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Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org