

Overlapping Student Groups in **Out of School Suspensions**

Special Education and African American Student Group Overlaps

Enrollment

Because the following schools, Non-Public Schools (NPS), Home and Hospital (H&H), PEC Infant/PreK, Private schools, and the PEC Young Adult Program (YAP), are not included in the suspensions results on the subsequent slides, enrollment counts here also exclude these schools for comparability.

Single Student Group	2018-19	2019-20
African American	8,828	8,163
Not African American	27,458	27,775
Special Ed	5,409	5,419
Not Special Ed	30,877	30,519
Total (see note)	36,286	35,938

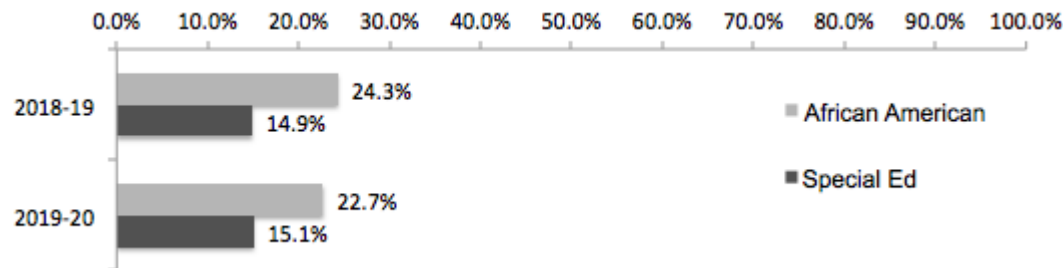
Overlapping Student Group	2018-19	2019-20
Afr-Amer, Special Ed	1,992	1,882
Not Afr-Amer, Special Ed	3,417	3,537
Afr-Amer, Not Special Ed	6,836	6,281
Not Afr-Amer, Not Special Ed	24,041	24,238

We identify four ***overlapping student groups*** for comparison here: African American students with and without IEPs and non-African American students with and without IEPs. Enrollment and suspension rate data are additionally provided for the ***single student groups*** of African American vs. non-African American and Special Ed vs. non-Special Ed for reference. The next slide shows the relative proportions of students in each of these groups out of the total student population.

Enrollment

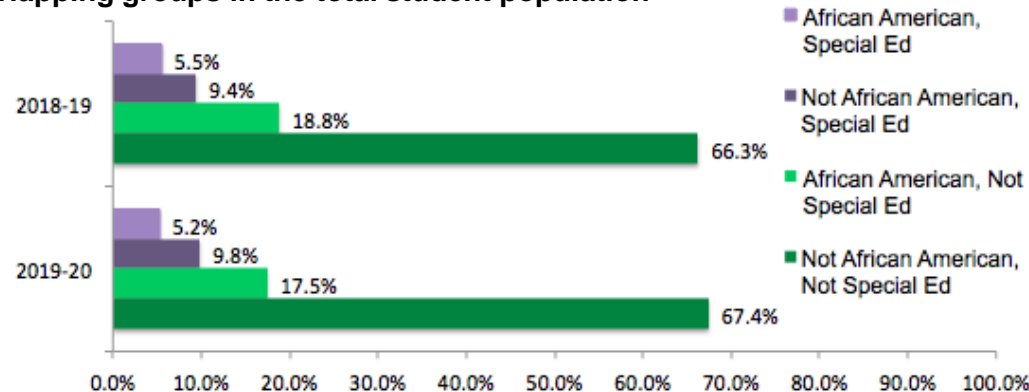
Because the following schools, Non-Public Schools (NPS), Home and Hospital (H&H), PEC Infant/PreK, Private schools, and the PEC Young Adult Program (YAP), are not included in the suspensions results on the subsequent slides, enrollment counts here also exclude these schools for comparability.

Relative proportions of African American students and students with IEPs by school year



Of all students in 2019-20, 22.7% were African American and 15.1% had an IEP.

Relative proportions of the overlapping groups in the total student population



Of all students in 2019-20, 5.2% were both African American and had an IEP, 9.8% were not African American and had an IEP, 17.5% were African American with no IEP, and the remaining 67.4% were not African American and didn't have an IEP.

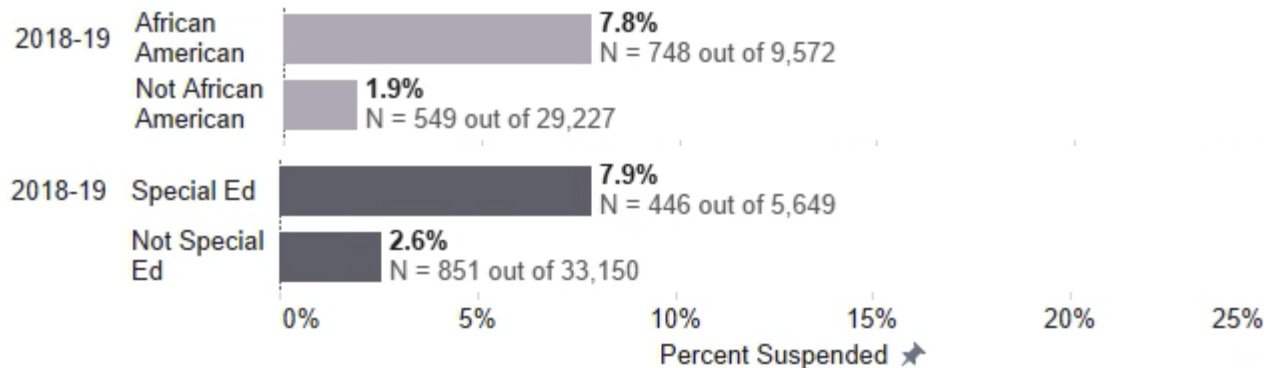
Note that for 2019-20,

- 23.1% of all African American students had an IEP vs. 12.7% of non-African American students having an IEP.
- The percentage of all students with IEPs who were African American was 34.7%.

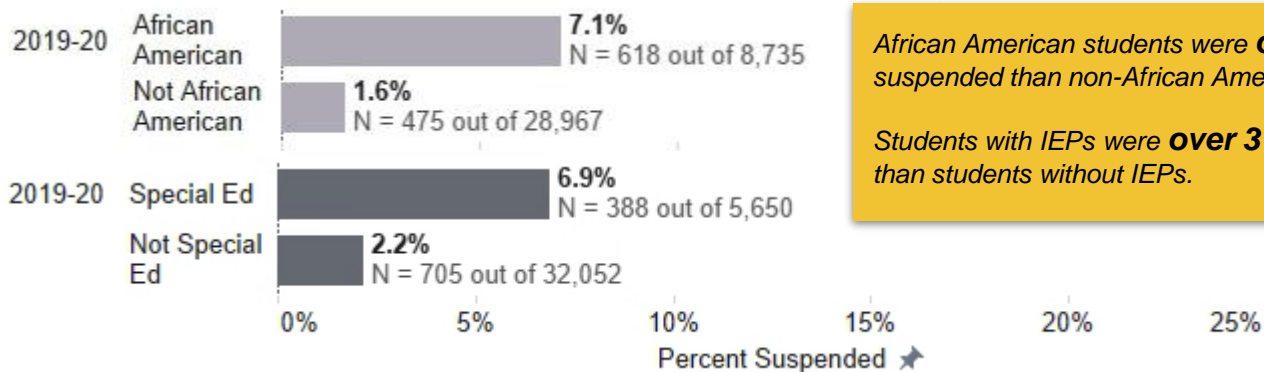
Suspensions

Note that the denominator for this measure is the count of students who were enrolled in any OUSD school for 1 or more days. The following schools are not included in the calculations: Non-Public Schools, Home and Hospital, PEC Infant PreK, Private schools, and the PEC Young Adult Program.

Single student group suspensions



In 2019-20, of all suspended students, 7.1% were African American and 6.9% had an IEP. This is in comparison to suspension rates of 1.6% for non-African American students and 2.2% for non-special ed students.



African American students were **over 4 times more likely** to be suspended than non-African American students.

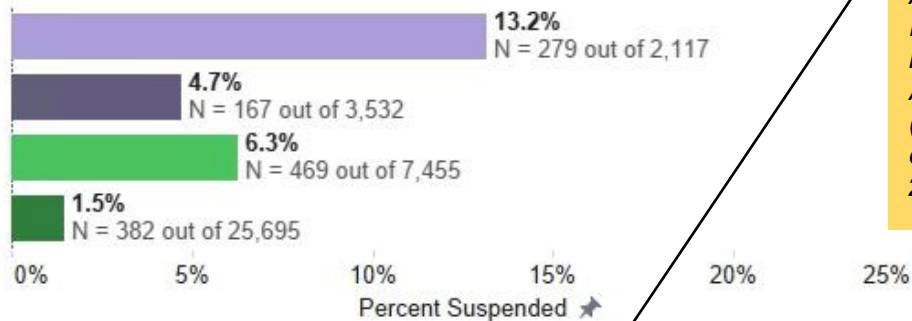
Students with IEPs were **over 3 times more likely** to be suspended than students without IEPs.

Suspensions

Note that the denominator for this measure is the count of students who were enrolled in any OUSD school for 1 or more days. The following schools are not included in the calculations: Non-Public Schools, Home and Hospital, PEC Infant PreK, Private schools, and the PEC Young Adult Program.

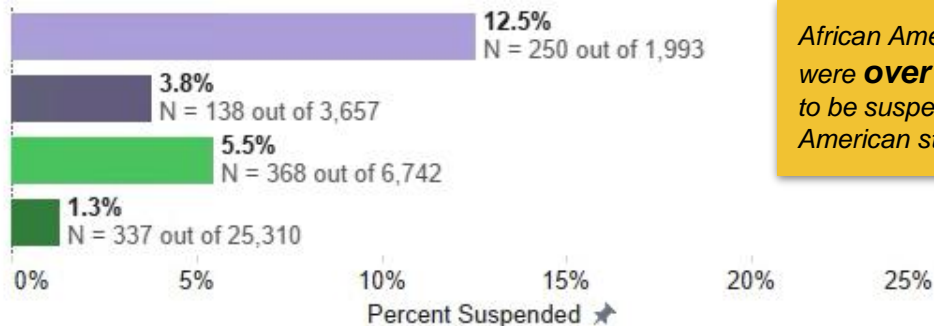
Overlapping student group suspensions

2018-19 African American, Special Ed
Not African American, Special Ed
African American, Not Special Ed
Not African American, Not Special Ed



Students who were both African American and had IEPs were suspended at higher rates than African American students overall (7.1% in 2019-20) or special education overall (6.9% in 2019-20).

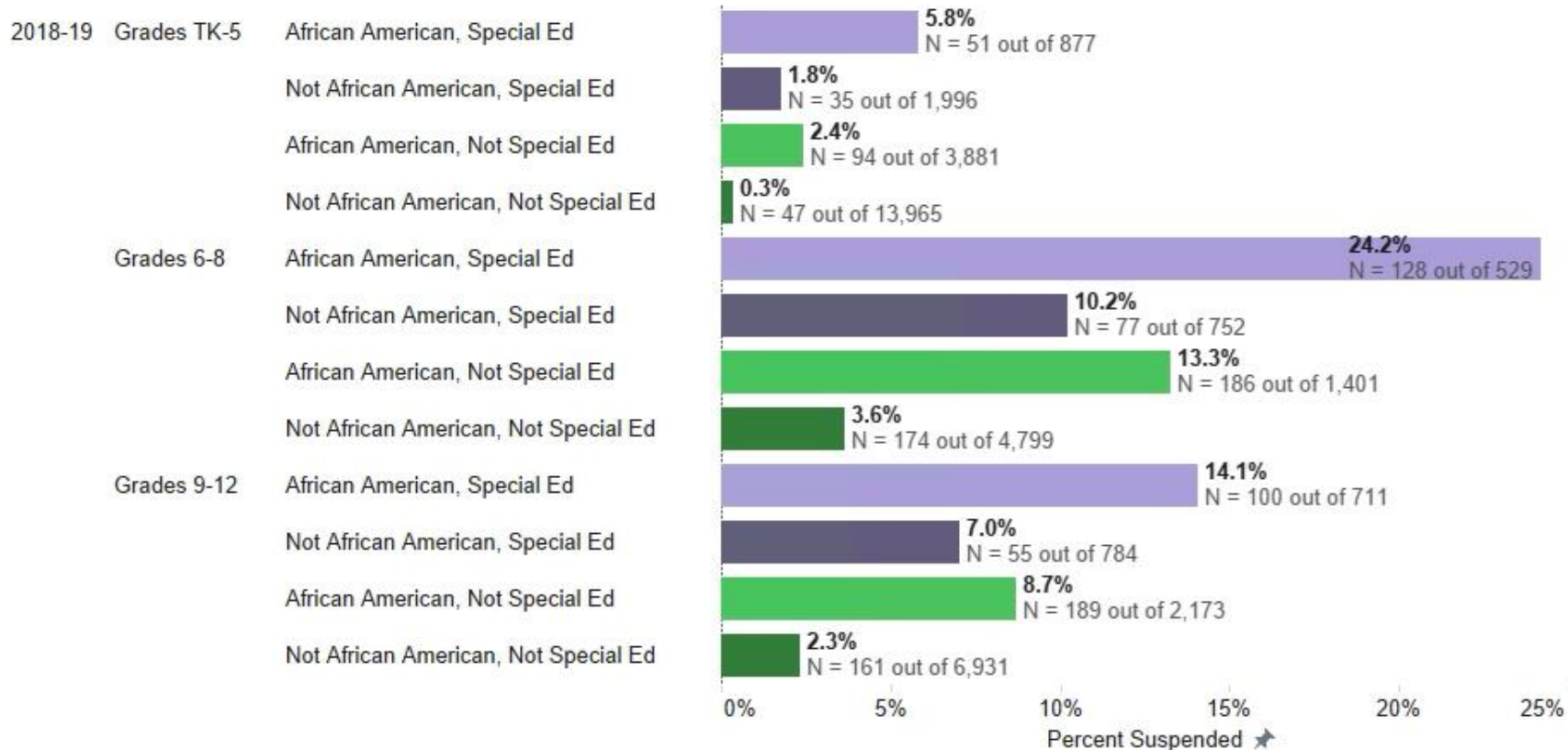
2019-20 African American, Special Ed
Not African American, Special Ed
African American, Not Special Ed
Not African American, Not Special Ed



African American students with IEPs were **over 5 times more likely** to be suspended than non-African American students with IEPs.

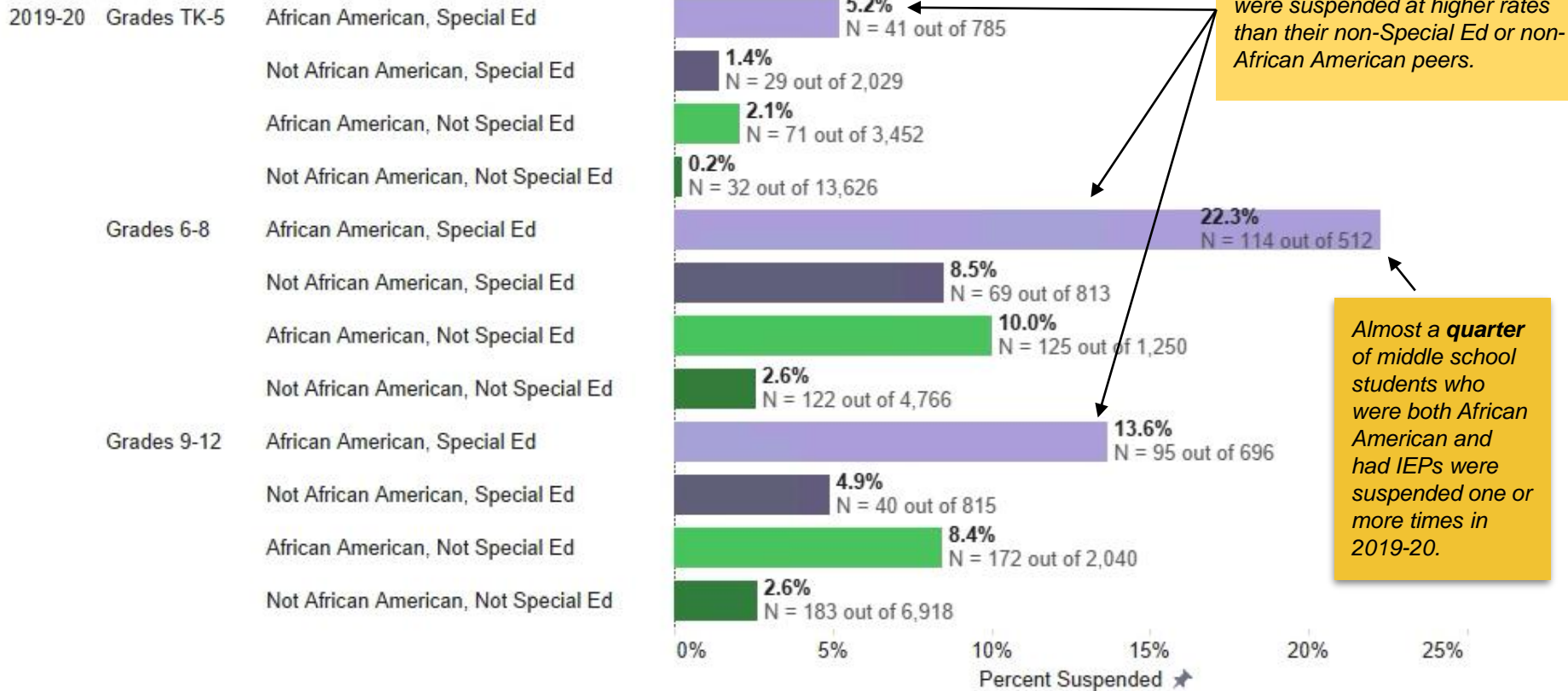
Suspensions by Gradespan for 2018-19

Overlapping student group suspensions



Suspensions by Gradespan for 2019-20

Overlapping student group suspensions



LOOKING FOR OAKLAND SCHOOL DATA?

Welcome to OUSD's Data Team homepage! Here you will find resources designed to help you access and understand education data in OUSD. Interact with data in our dashboards, submit tickets for data requests, and stay informed about all of the new and exciting data work happening in OUSD.



OUSD EMPLOYEES

Click **HERE** if you are an OUSD employee. Log in may be required for some resources.



COMMUNITY MEMBERS

Click **HERE** if you are a member of the Oakland community. All resources are open to the public.

Click here

Takes you to a list of all publicly available dashboards hosted by Research, Assessment & Data (RAD)

OUSD PUBLIC REPORTS

(AGGREGATE LEVEL DATA FOR PUBLIC USE)

WHAT IS A DASHBOARD? Dashboards are visual displays that organize and present information in a way that is easy to read and interpret. They are web-based and interactive, and provide visibility into key measures through simple graphics such as charts and tables. Dashboards allow you to explore data and answer questions on your own through filtering, sorting, drilling down and more. Read our [Quick Start Guide](#) for a brief summary of basic features, then click on any of the links below for more information and access to the dashboards.

Note: When there is a total of 10 or fewer students in a particular student group, no summary data is provided in order to protect student confidentiality.

 **DASHBOARD LIST**

 **FAQ**

 **FEEDBACK?**



ASSESSMENTS

State and district assessment dashboards, including math benchmarks, the Scholastic Reading Inventory (SRI), and the Smarter Balanced Assessment Consortium (SBAC).

Physical Fitness Test (PFT)
Scholastic Reading Inventory (SRI) Performance
Smarter Balanced (SBAC)
SBAC Distance From Meeting Standard (DFS)



ATTENDANCE & DISCIPLINE

Overall absence rates and information about chronic absenteeism (students who miss 10% or more of school). Suspension includes information about suspended students and suspension types.

Chronic Absence
Attendance 2020-21
Suspended Students



COVID-19 RESPONSE

Data related to OUSD's COVID-19 response include fact sheets, new dashboards, and survey initiatives.

COVID-19 Food/Resource Distribution
COVID-19 Response Efforts by the Numbers
COVID-19 School Capacity Planner
COVID-19 Surveys

Student Technology Access Summary
Tech Check Survey Completion



EARLY CHILDHOOD EDUCATION

Enrollment, attendance, transitions and child development data for OUSD children up to age 5.

Early Development Instrument Results (EDI)
Preschool Experience Study



ENROLLMENT & MAPS

Final enrollment figures are calculated and based on numbers from the CA Dept. of Education which are based on Census Day figures from the CALPADS pupil data system. Live/Go Data & Maps are an annual tabular and visual representation of where Oakland students live and where they attend school. School choice gives information on school choice rates across the district.

Enrollment (California Department of Education)
Feeder Patterns/Attrition-Transition



ENGLISH LANGUAGE LEARNERS

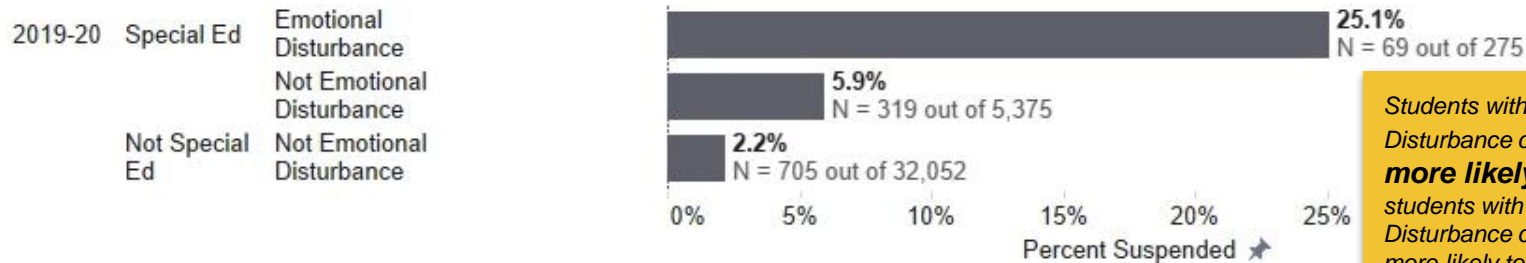
Annual English Language Proficiency Assessments of California (ELPAC) results and reclassification data for English Language Learners and Long Term English Language Learners.

ELPAC Performance Levels

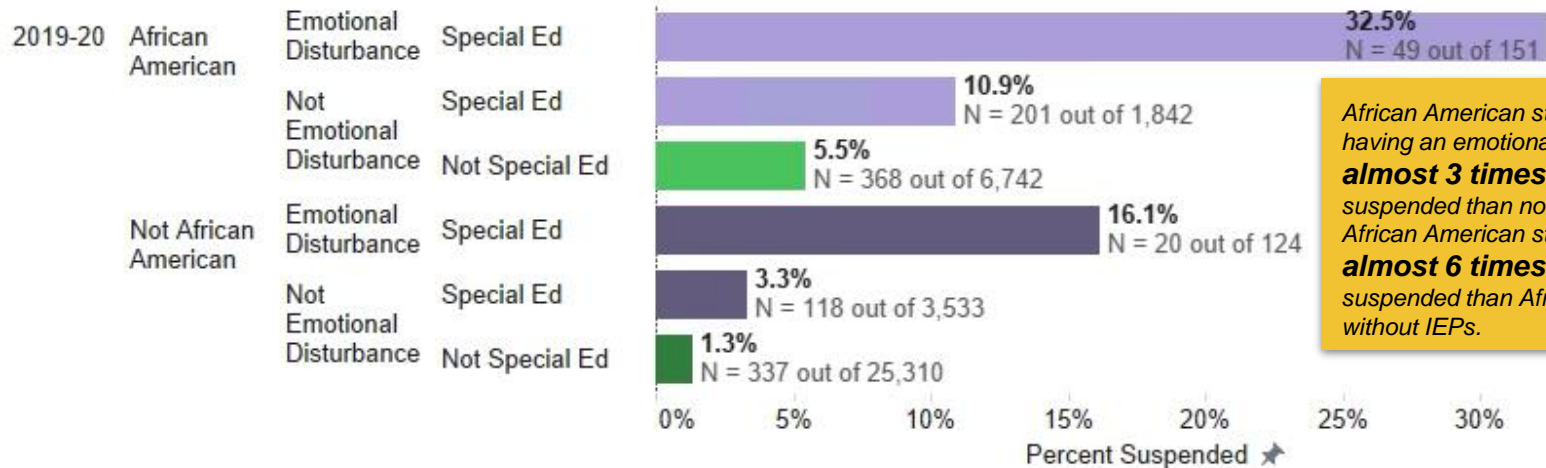
Additional Data Requests from the CAC Meeting

- Suspensions for Emotional Disturbance special education designation.
- Suspensions for all students who identify as Black/African American including mixed race students.
- Suspensions for low income students (those who qualify for national free/reduced lunch program).
- *Suspension rates for non-verbal communicators ⇐ Data not yet available*
- *Suspension rates for students with behavioral intervention plans ⇐ Need collaboration with PEC to identify these students*

Suspensions by Emotional Disturbance Designation



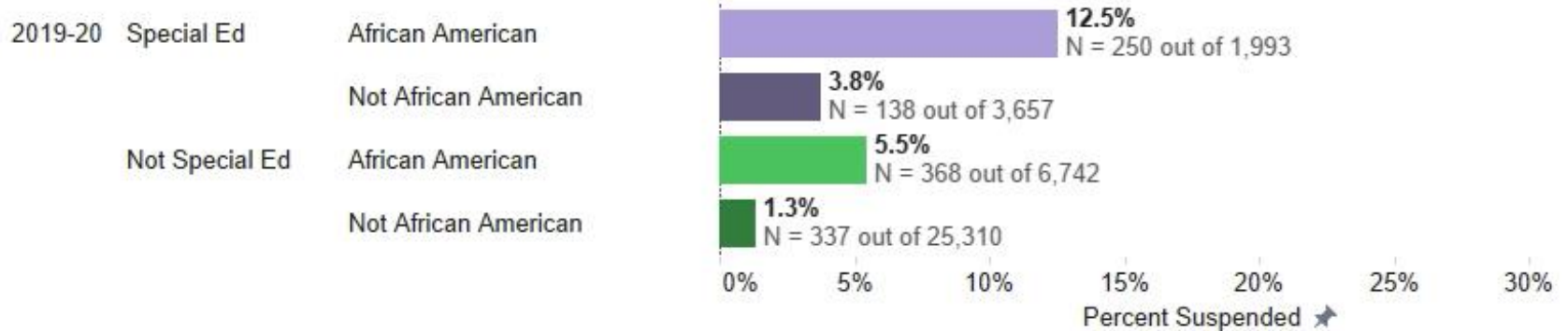
Students with IEPs in the Emotional Disturbance category were **over 4 times more likely** to be suspended than students with IEPs not in the Emotional Disturbance category, and over 11 times more likely to be suspended than students without IEPs.



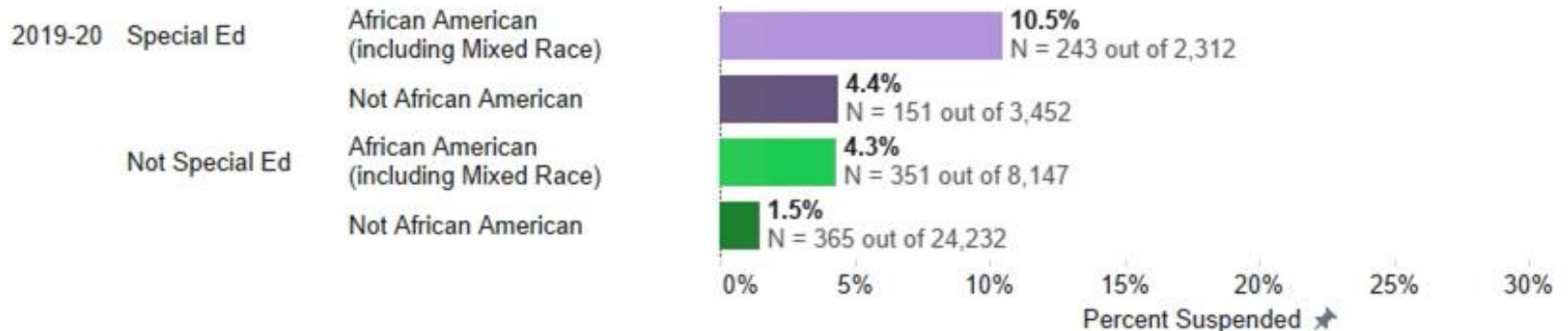
African American students designated as having an emotional disturbance were **almost 3 times more likely** to be suspended than non-emotional disturbance African American students with IEPs, and **almost 6 times more likely** to be suspended than African American students without IEPs.

Suspensions by Race and IEP

Suspension rate data including students who indicated only African American and no other race/ethnicity as 'African American'



Suspension rate data including students who indicated African American + any other race/ethnicity as 'African American'



Suspensions for Low Income Students

NSLP = qualifies for free/reduced price lunch

Low income students with IEPs were **over 2.5 times more likely** to be suspended than students with IEPs who were not low income.

2019-20 Special Ed

NSLP

8.0%

N = 351 out of 4,387

Not NSLP

2.9%

N = 37 out of 1,263

Not Special Ed

NSLP

2.8%

N = 609 out of 21,789

Not NSLP

0.9%

N = 96 out of 10,263

0% 5% 10% 15% 20%
Percent Suspended ★

Low income African American students were **over 2.5 times more likely** to be suspended than African American students who were not low income.

2019-20 African American

NSLP

8.2%

N = 564 out of 6,858

Not NSLP

2.9%

N = 54 out of 1,877

Not African American

NSLP

2.0%

N = 396 out of 19,318

Not NSLP

0.8%

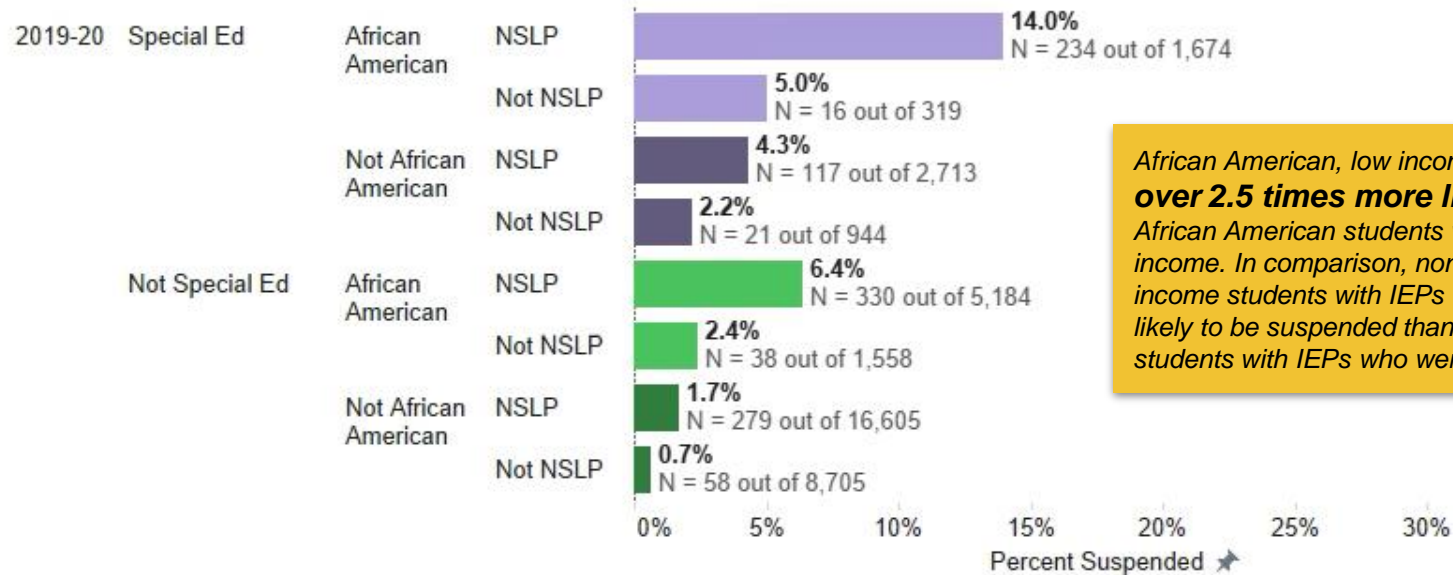
N = 79 out of 9,649

0% 5% 10% 15% 20%
Percent Suspended ★

Suspensions for Low Income Students

NSLP = qualifies for free/reduced price lunch

Suspension rate data including students who indicated only African American and no other race/ethnicity as 'African American'

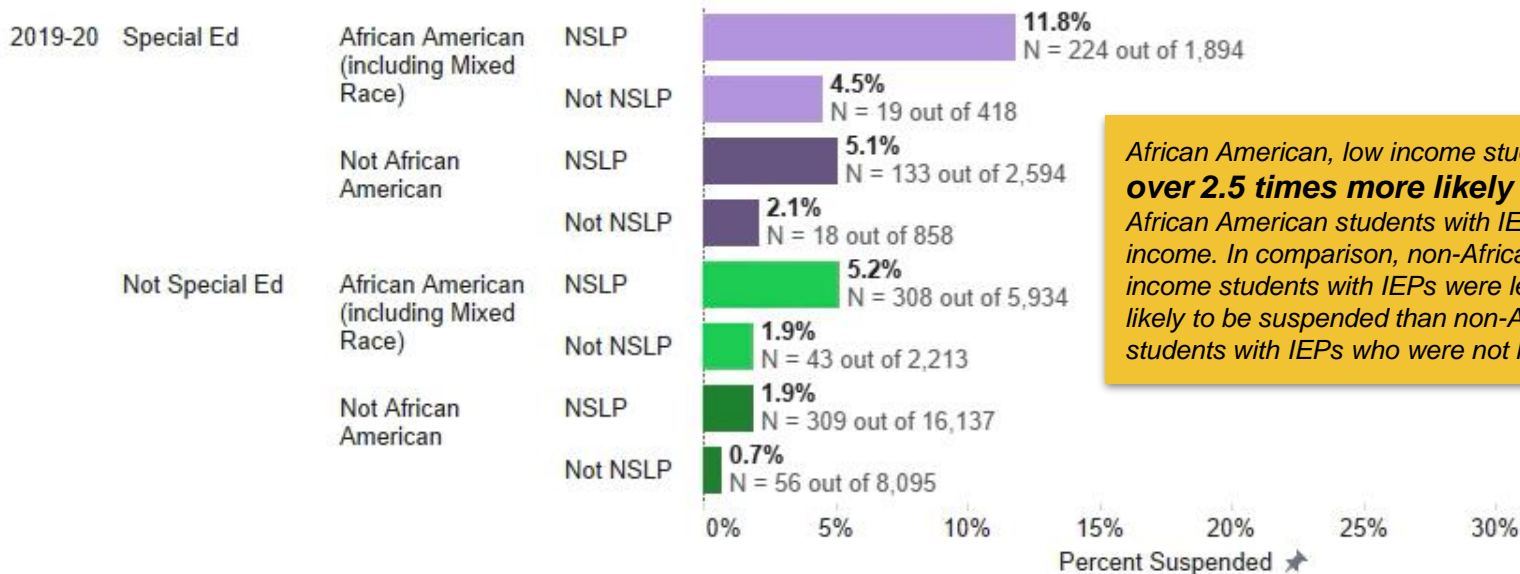


African American, low income students with IEPs were **over 2.5 times more likely** to be suspended than African American students with IEPs who were not low income. In comparison, non-African American low income students with IEPs were less than 2 times more likely to be suspended than non-African American students with IEPs who were not low income.

Suspensions for Low Income Students

NSLP = qualifies for free/reduced price lunch

Suspension rate data including students who indicated African American + any other race/ethnicity as 'African American'



African American, low income students with IEPs were **over 2.5 times more likely** to be suspended than African American students with IEPs who were not low income. In comparison, non-African American low income students with IEPs were less than 2 times more likely to be suspended than non-African American students with IEPs who were not low income.