



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

High School Network Superintendent's Report Key Performance Indicator Update



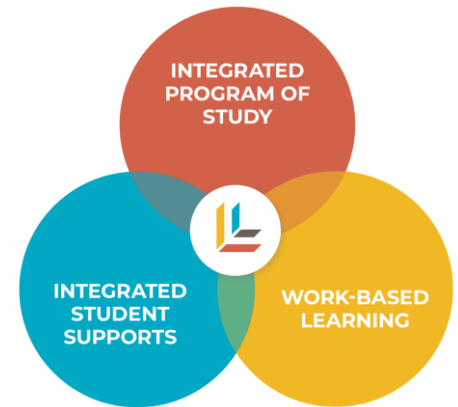
Presented by Vanessa Sifuentes

Presented to Measures N & H Commission

October 1, 2024

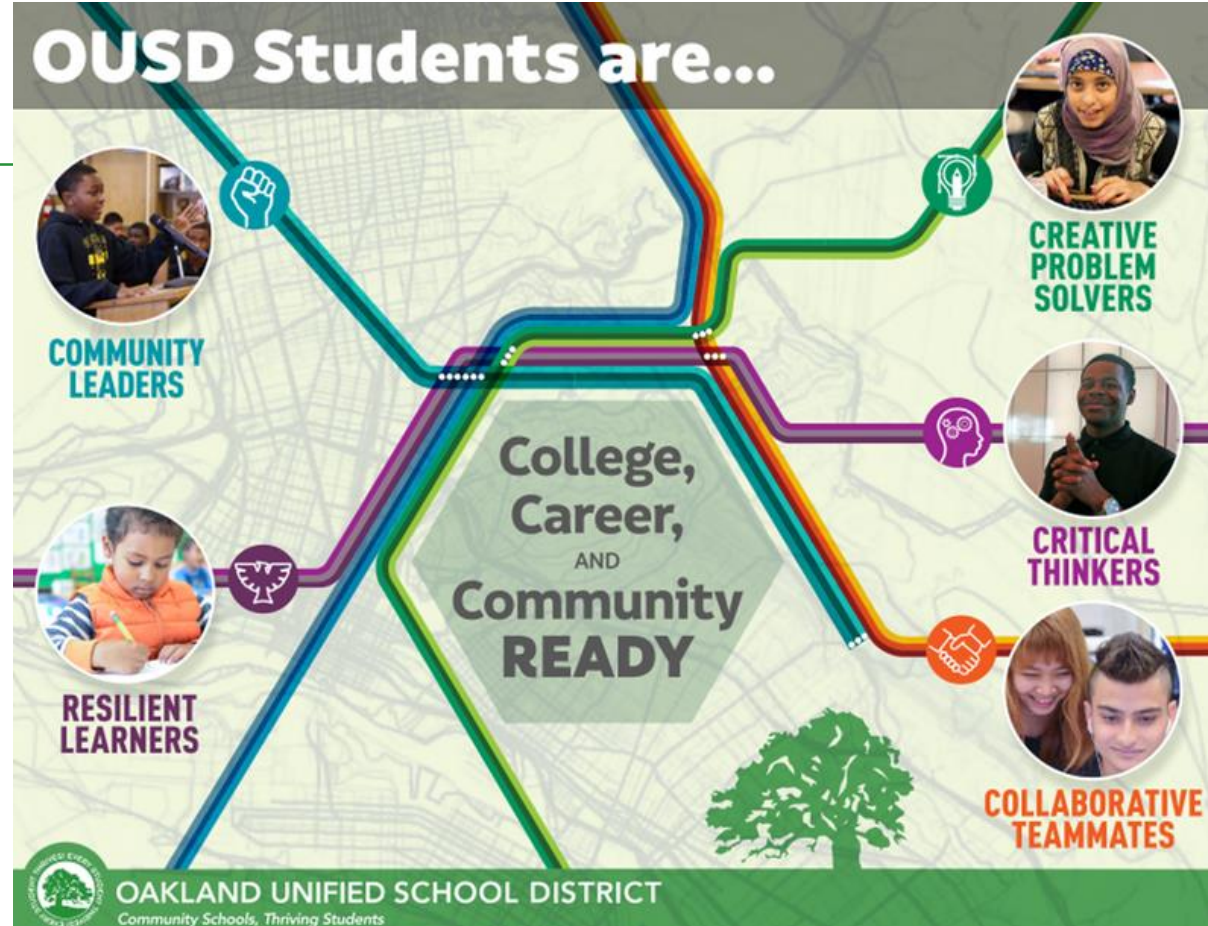
Outcomes

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

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	Data not available	Data not available	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	Data not available	Data not available	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%	Pending	41%
Latino	35%	38%	Pending	43%
Native American	25%	29%	Pending	34%
Pacific Islander	22%	25%	Pending	30%
Students with IEPs	24%	25%	Pending	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	Data not available	Data not available	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	Data not available	Data not available	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/PCCCD Goals:**
 - Matriculation from OUSD → PCCCD
 - ***Dual Enrollment student success***
 - Career Education Pathways aligned to OUSD pathways
- **Quarterly progress monitoring**
 - December 2024
 - February 2025
 - April 2025

Questions?