



REAL OSHKOSH

RACIAL EQUITY, ADVOCACY, AND LEADERSHIP IN OSHKOSH

FAMILY GATHERING APRIL 15TH

4 - 6 PM

PLEASE SIGN IN!

<https://bit.ly/REALOshkosh>



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RACIAL EQUITY, ADVOCACY, AND LEADERSHIP IN OSHKOSH

Thank you to our sponsors:



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PARENTS OF
BLACK & BROWN
STUDENTS



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Agenda

1. Welcome
2. Getting REAL Oshkosh
3. North High School BSU presentation
4. Racial Injustice in OASD (data)*
5. Experience-sharing, community-building, and

FOOD!

Music by:



Edi Gbordzi

Food by:

Fat Mama's
Po-boyz &
Sandwiches 55

**scrolling content*



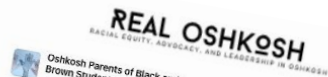
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OSHKOSH PARENTS OF BLACK & BROWN STUDENTS

- February 2020 planning for 1st meeting...
- June 21, 2020 create FB group
- Hosted OASD school board candidate forums
- Hosted outside, backyard conversations
- Advocated/organized to name new middle school after Vel Phillips
- Participated in OASD DEI Parent Group
- Representatives on OASD DEI Committee



Oshkosh Parents of Black and Brown Students
Photo group: 64 members

Themes & Patterns From Parents of Black/Brown Students

1. Our kids have been disciplined to an extent that is beyond what is reasonable for their age and their behavior (for instance a kindergarten getting suspended).
2. After school programs are especially problematic environments for what we would consider fair discipline for our kids.
3. A tendency of school administration to use excessively strong language to describe the behavior of our kids.
4. Administration using isolated video footage of our kids as "proof" that discipline was merited, without context of what happened before or outside of the footage.
5. Our kids being disciplined more harshly in incidents than other kids involved.
6. Our kids being excessively excluded from educational environments, whether through suspension, expulsion, or time spent in the principal's office, detention, or other isolated setting.
7. Our kids being expected to apologize and make amends when they have misbehaved, but no apology amends from administration or other school staff happens when they have treated our children unfairly.
8. Administration making excuses for adult behavior but not giving the same consideration to student behavior.
9. Our kids being routinely singled-out and mistreated by particular teachers or school staff, and when the issue is brought to administration's attention nothing happens and/or no follow-up.
10. When our kids express confidence, exuberance, and self-advocacy, this is seen as problematic and discouraged in school settings.
11. When our kids speak up to administration about racist language or action that they observe from other students they are often made to feel as though they have done something wrong and sometimes, in fact, end up being punished, while it's unclear what consequences have been given to the guilty parties.
12. There are no teachers of color in many schools and this lack of representation and advocacy in the classroom for students of color is a major deficit.
13. The excellence of students of color needs to be celebrated and encouraged more systematically and the administration and many teachers seem to be at a much too early stage of cultural/antiracist competence and development of inclusive educational settings (for instance, engaging in and/or not understanding microaggressions).
14. For our schools to become a place where more students of color feel confident that they belong, not and their parents need opportunities to help co-construct new, more equitable systems.



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- June 3, 2022 create FB group



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- Organized engagement with OASD
- January 2023 begin monthly meetings
- Equity Team inquiries (by school)
- DEI Director position advocacy

Future Action Areas

- Monthly Meetings
- Equity Audit (schools)
- City/County DEI issues



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Oshkosh North Black Student Union



**URGENT
CHANGE IS
NEEDED**

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**RACE & OSHKOSH PUBLIC SCHOOLS:
A COMMUNITY CONVERSATION**

**MAY 21ST, 3 - 5PM
OSHKOSH FOOD CO-OP COMMUNITY ROOM
155 JACKSON ST.**





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Race & the Oshkosh Area School District

We believe that the data is important and tells a critical piece of the story

We also believe that our lived experiences and those of our kids need to be heard and recognized*

We believe intent does not matter as much as impact

**if you are interested in sharing your lived experiences with REAL Oshkosh, please be sure to indicate that on the sign-in sheet*





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Race & the Oshkosh Area School District

We believe intent does not matter as much as impact

Even though the intention of the school district is positive and well-meaning, the educational outcomes are significantly worse for Black/brown students in the school district, consistently every year.

Working toward educational equity means that we must pay extra attention to groups of students that have been most marginalized by school to help shift these educational outcomes for the positive.





Opportunity Gaps

As parents, we recognize the **opportunity gap** in the Oshkosh Area School District when it comes to our Black and brown kids.

Referring to an “*achievement gap*” in academics places the blame on kids, and indirectly blames families.

It is an opportunity gap in academics because Black and brown students in OASD are more likely to:

- be removed from class and school due to discipline practices
- be placed in a separate class due to special education identification
- have teachers and curriculum that do not reflect their lives and their identity
- experience bias from teachers and peers which discourages engagement

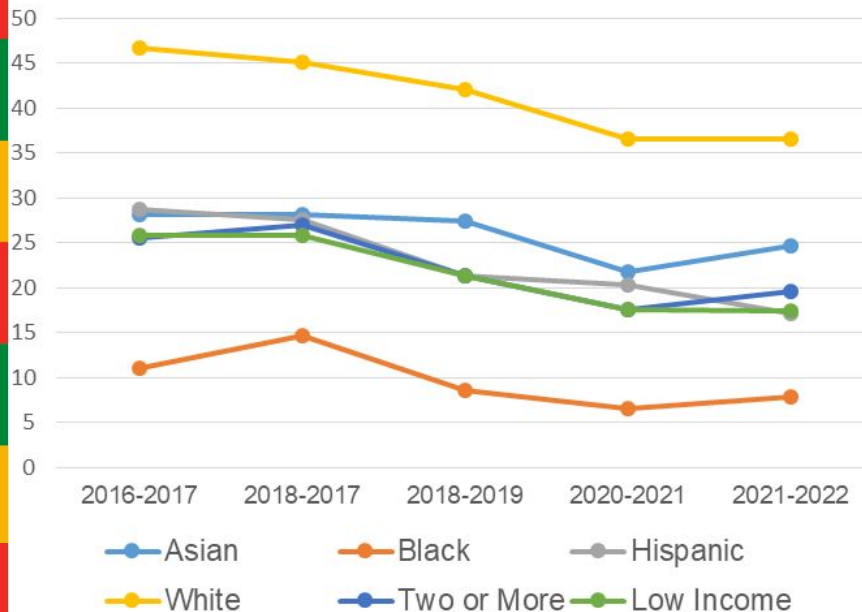




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Opportunity Gaps

Oshkosh Area School District
English Language Arts
Percentage Proficient
Forward Exam - Grades 3-8



- The major disparity in English proficiency between Students of Color and White students persists over each school year
- The disparity between Black & White students is extreme, as much as **5X** worse
- In the 2021-2022 school year:
 - **7.8%** of Black students scored proficient in English
 - **36.6%** of White students scored proficient in English



Data from WISEdash
(wisedash.dpi.wi.gov)

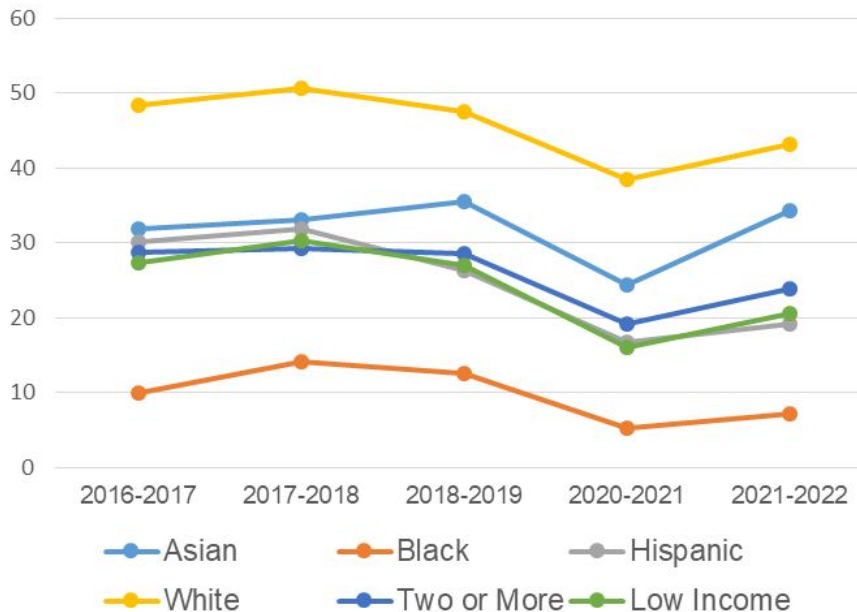




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Opportunity Gaps

Oshkosh Area School District
Math
Percentage Proficient
Forward Exam - Grades 3-8



- The major disparity in Math proficiency between Students of Color and White students persists over each school year
- The disparity between Black and White students is extreme, as much as **6X** worse
- In the 2021-2022 school year:
 - **7.1%** of Black students scored proficient in Math
 - **43.1%** of White students scored proficient in Math



Data from WISEdash
(wisedash.dpi.wi.gov)





Opportunity Gaps

- Overidentification of Black/brown students for special education, especially with behavioral disabilities
- Large racial disparities with internship participation
 - *90% of students with internships were white in in 2021-22*
- Significant racial disparities in dual enrollment and/or AP course participation
 - *1.2% of students in dual enrollment/AP courses were Black while 83% of students in dual enrollment/AP courses were White (in 2021-22)*
- There is disparity in the number of students who go on to enroll in a postsecondary institution (college):
 - *23% of Black students and 15% of Hispanic/Latino students enrolled in college in Fall after graduation compared to 38% of White students*





Opportunity Gaps

- In the 2021-2022 school year, OASD had 1,267 FTE staff (783 FTE teachers) and 9,203 students

0.3% of staff were Black (1 teacher)	7.1% of students were Black (658 students)
0.3% of staff were Two or More Races (2 teachers)	7.1% of students were Two or More Races (649 students)
0.5% of staff were Hispanic (2 teachers)	7.2% of students were Hispanic (662 students)
97% of staff were White (759 teachers)	70% of students were White

- Those that make decisions in the school district about learning and discipline are almost entirely White (95%) and have no direct experience of the lived realities of our Black/brown students





Discipline Disparities

- As parents, we believe that every incident of suspension and expulsion for Black/brown students represents a lost opportunity for education and increases the student's disconnection from the school community
- When disparity between racial groups is so consistent, either those in authority believe that certain groups of students merit harsher discipline, or they realize that the educational system has built-in biases and inequities
- “Zero tolerance” discipline policies have been proven to impact Students of Color students more negatively than White students
- Research consistently shows that suspensions and expulsions cause a “school-to-prison pipeline” for Black/brown youth.

There is a need to collect, monitor, and report racial data on the interactions of School Resource Officers with students and the outcomes of those interactions

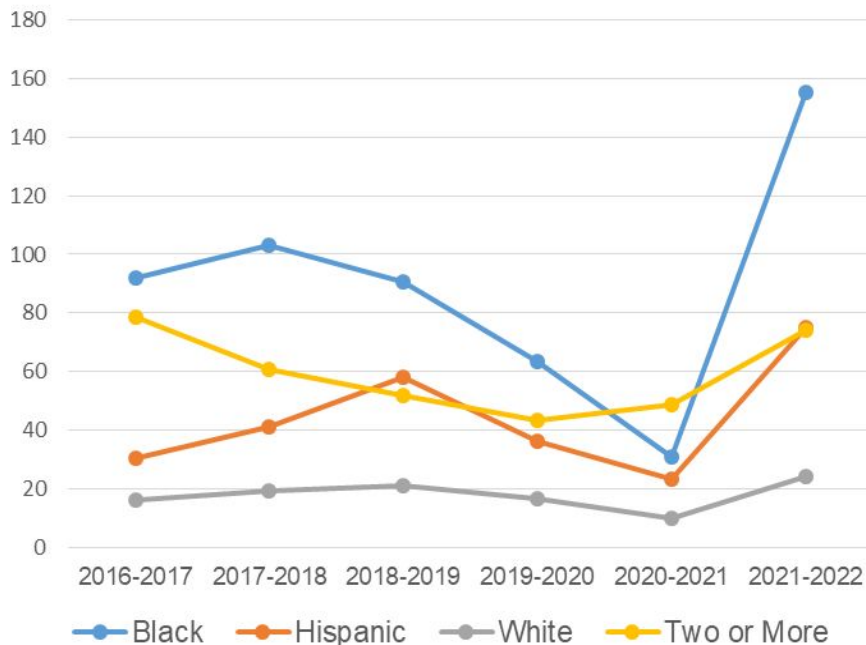




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Discipline Disparities

Oshkosh Area School District
Out-of-School Suspensions: Middle School
Rate by Race/Ethnicity



In the 2021-2022 School Year:

- Black middle school students were suspended at a rate of **155.4%** - **7 times** the rate of White students (22.4%)
- Middle school students identified as Hispanic and Two or More Races/Ethnicities were suspended at a rate of **75%** - more than **3 times** the rate of White students (22.4%)



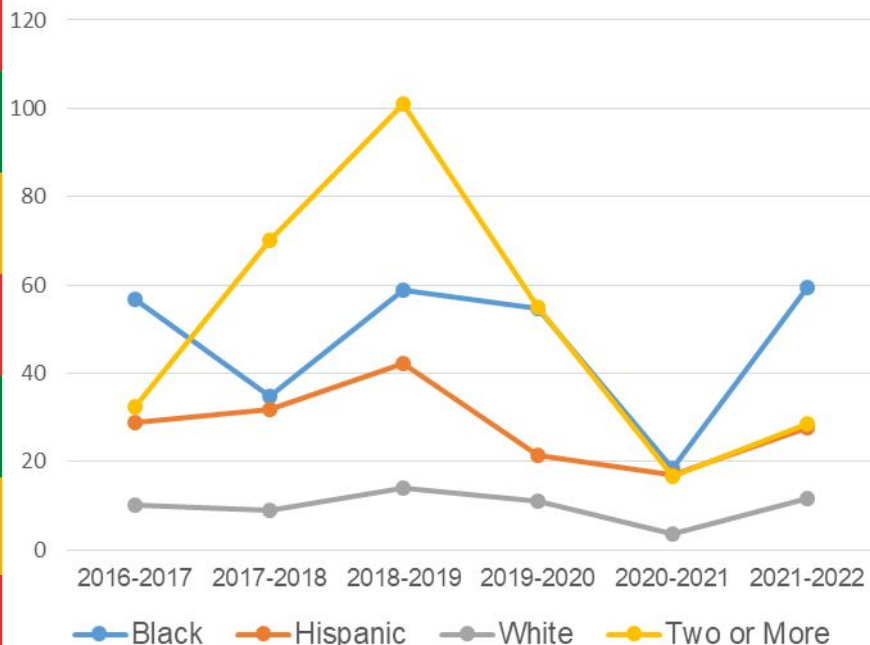
Data from WISEdash
(wisedash.dpi.wi.gov)





Discipline Disparities

Oshkosh Area School District
Out-of-School Suspensions: High School
Rate by Race/Ethnicity



In the 2018-2019 School Year:

- High school students of Two or More Races/Ethnicities were suspended at a rate of **101%** - more than **7 times** the rate of White students (14.1%)

In the 2021-2022 School Year:

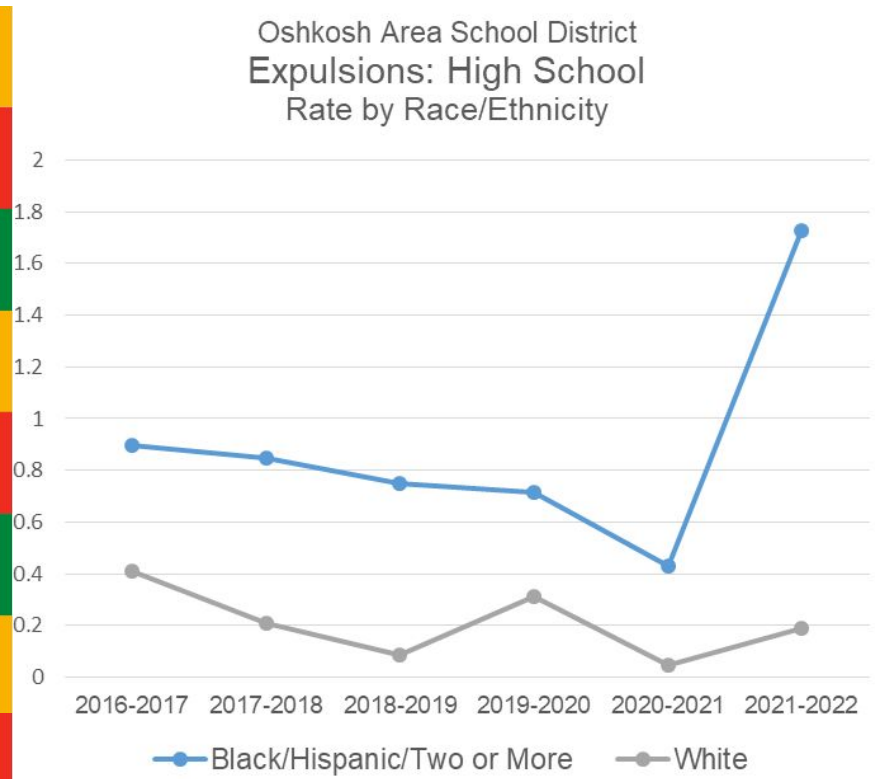
- Black high school students were suspended at a rate of **59%** - **5 times** the rate of White students (11.7%)





Discipline Disparities

Oshkosh Area School District
Expulsions: High School
Rate by Race/Ethnicity



In 2021-2022 School Year:

- High school students identified as Black, Hispanic and Two or More Races were expelled at a rate of **1.7%** - **9 times** the rate of White students (.19%)
- Black high school students alone were expelled at a rate of **4.6%** - **24 times** the rate of White students (.19%)





Parent/Family Experiences

- Our kids have been disciplined to an extent that is beyond what is reasonable for their age and their behavior (for instance a kindergartener getting suspended)
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- A tendency of school administration to use excessively strong language to describe the behavior of our kids
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- Our kids being disciplined more harshly in incidents than other kids involved





Parent/Family Experiences

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Parent/Family Experiences

- Our kids being routinely singled-out and mistreated by particular teachers or school staff, and when the issue is brought to administration's attention nothing happens and/or no follow-up communication is shared with the parents.
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Parent/Family Experiences

- Excellence of students of color needs to be celebrated and encouraged more systematically and regularly
- The administration and many teachers seem to be at a much too early stage of cultural/antiracist competence and development of inclusive educational settings (for instance, engaging in and/or not understanding microaggressions)



URGENT CHANGE IS NEEDED

Students of Color in the Oshkosh Area School District are being uniquely disadvantaged in their access to high quality, relevant, and engaging instruction. Disparities for Black students are especially extreme.

This is more than a “diversity” issue and focusing solely on the good of “all kids” means Black/brown students will continue to be disadvantaged at school.

Listing outside factors as explanations for the racial disparities is not productive. The school district needs to focus on how it contributes to the problem and what it can do to improve.



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URGENT CHANGE IS NEEDED

*Be sure to check out the front table
for opportunities to engage with REAL Oshkosh*

