New Measures, Similar Results

OAKLAND PUBLIC SCHOOLS AND THE NEW STATE DASHBOARD

AUGUST 2018

OaklandAchieves.org

Oakland Achieves
Data for Student Success
Dear Oakland Public Education Supporters:

Oakland should have an amazing public education system that fosters the brilliance in every child. We aspire to this dream every day, and believe that honest assessment of data can help make it a reality.

The data landscape has been shifting dramatically since Oakland Achieves started six years ago. With the launch of the new California School Dashboard in March 2017 we have moved from a focus solely on academics under the former Academic Performance Index (API) to a multi-measure system that blends academic and culture/climate data. As a result, we now have more data than ever before, and are able to look at it in finer detail. Unfortunately, the new Dashboard and overarching accountability system are not yet fully understood by families, policy makers, and the community as a whole. And while the data landscape has changed significantly, some of the preliminary results we are seeing unfortunately have not. Our goals with this report are to:

- **Introduce the new system** of standards in a way that all audiences find easy to understand and use. Our community needs to be familiar with the Dashboard so all of us can refer to the data as a basis to develop improvements in quality.

- **Provide a snapshot of how Oakland schools performed in 2016-17** in light of the new framework. Tracking school performance is critical as we seek to improve, and given state and federal law that requires intervention to address schools and districts that do not meet performance levels outlined in the state's overarching accountability system.

- **Highlight the inclusion of change in the Dashboard** to understand movement from one year to the next. Are we seeing schools broadly improving or declining? This data will be most insightful when we can see trends over multiple years, which is not captured in this report.

- **Galvanize action** in classrooms and schools across our city, within the many systems and organizations involved in serving our students, and at the legislative and budget levels. We hope educators read and discuss what this means for their students; that parents call and e-mail their representatives asking about what this means for their children; and that elected officials take a look at how their work can address some of the issues that continue to challenge us.

Thank you to everyone who was involved in the preparation of this report. Our goal is that everyone can be involved in the actions that we hope will flow from it and help us transform our dream for Oakland public education into a reality.

For all Oakland students and families,
The Oakland Achieves Partnership

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.”

— KOFI ANNAN
Key Takeaways

While we can’t make direct comparisons of the data included in the Dashboard to how we have measured performance in the past we do see a similar story. Findings below reflect results from the fall 2017 Dashboard release for schools across Oakland — district and charter — at the All Student level. One of the most valuable pieces of the Dashboard is the ability to look at rate of improvement from one year to the next which can help quickly identify schools working to close achievement gaps.

- **18% of schools** have students in third to eighth grade that on average are meeting the standard in English Language Arts. Over a third of schools (34%) did not meet the standard, but saw some level of improvement compared to the prior year. English Language Arts, reading and writing, are the basic building blocks of learning. These results highlight an ongoing challenge for our city.

- **15% of schools** have students in third to eighth grade that on average are meeting the standard in math. Nearly half of schools (45%) did not meet the standard, but saw improvements compared to the prior year. Given how far many students are from meeting grade level standard, we need much more than one year of gains — this is a trend that needs to continue and increase dramatically.

- **50% of high schools** are meeting the state’s goal for graduation. Of those that are not meeting the goal, roughly a third (32%) are seeing improvement. One interesting note is that many of our small high schools are seeing good graduation rates.

- **49% of K-12 schools** are meeting the state standard for suspension rates. While some schools (22%) have high but declining suspension rates, we need to be concerned about what is causing these high rates in the first place as well as schools that have high rates that are also increasing.

- **51% of K-12 schools** have English Learner students that on average are meeting the new state standard. Of those that are not meeting the standard, 22% saw improvement. Given that this population of students is projected to increase in the coming years, attention to below standard performance will be particularly important to ensure English Learner students are supported to become proficient and ultimately reclassified.


Equity In Our Schools

If we dig into the Dashboard indicators for specific student groups, including African American students, Latino students, English Learners students, low-income students, and students in Special Education, we see some of the same achievement gaps that have persisted for years. That said, in the fall 2017 Dashboard release, some student groups saw improvement at rates higher than at the All Student level. Looking at improvement rates at the student group level is particularly critical to see where schools might have narrowing or widening achievement gaps from year to year. The Dashboard was designed to surface equity issues within individual schools and districts across the state. These issues in Oakland are real and known. The challenge before us continues to be how to put this data into action so we don’t see these same patterns year after year.
How We Look at the Data

The Dashboard includes both academic and culture/climate indicators to measure progress across districts and schools for all significant student groups. Unlike past school quality measurement tools, the Dashboard does not produce school rankings. Instead, schools and student groups are assigned a color-coded performance level for each indicator. The assignment of performance levels is driven both by looking at current performance (status) and how this performance changed from the prior year (change). For each indicator, the state has developed a five-by-five table that lays out how performance levels will be assigned based on the relationship between status and change, see the example below. For this report, we broke the five-by-five tables into quadrants to more generally look at how schools are serving our students.

To focus on the relationship between status and change, we present data for the indicators in proportional pie charts that show in aggregate where schools land in one of four quadrants:

1) **schools to applaud**: meeting standard and improving;
2) **schools to encourage**: below standard but improving;
3) **schools to review**: below the standard and declining; and
4) **schools to monitor**: meeting the standard but declining.

The way that the Dashboard measures change is new to our data landscape. We wanted to highlight how this data can help gauge whether schools are doing better or worse compared to the prior year – do we see positive change that could ultimately result in improved status if the trend continues over time? Or do we see declines that suggest that gaps could widen if this trend continues? Ideally, we want to see all schools where on average students are meeting the standard and seeing positive change, or at least with positive change if the standard is not being met. Note that the Dashboard does not report on student cohorts.

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*The size of the student population—for all students or student groups—will determine if a school or district receives a status and/or change level only or also receives a performance color. In order to receive a performance color, the student population included in a given indicator for the current and prior year needs to include 30 or more students. This size requirement is different for students in Foster Care and Homeless students.*
Take Action

This report should galvanize action. We hope the following three interrelated audiences will download, read, and put this report to use:

**Families**

We hope parents will engage with this report, asking key questions of themselves and their school and system leaders: How is my child’s school doing? Even if the school is doing well, do you feel it’s serving you or your child well? Send this report to your teacher or principal and ask for a one-on-one or school-wide meeting to discuss these results as this report does not look at school-level data.

**Policy Makers**

Policy makers are more than just those in government — this includes elected officials at every level as well as the influencers who impact them such as their professional staff, advocates, media, and more. The results we see in this report should outrage anyone in the policy arena. We hope this prompts some action-oriented questions, such as but not limited to: How is your advocacy agenda or legislative and budget proposals going to move the needle? Are you reporting on this? Schedule a staff or Board meeting to discuss and make sure your plans are going to help drive positive change.

**Community**

We urge local stakeholders to open up a conversation around how schools in their neighborhoods are performing. These conversations could spark ideas and strategies to support local schools. Support could include offering internships, sponsoring the school, organizing volunteers, or engaging in school-based programs. Get your leadership together to discuss this report and come up with one thing you can do to help.
In the past, the quality framework we used to evaluate schools focused on the percentage of students who were proficient — that is, how many students met or exceeded the grade level standard in reading and writing. The Dashboard instead focuses on how far students are, on average, from meeting the grade-level standard, and how much has changed since the previous year.

**Findings: English Language Arts**

**Academics: English Language Arts**

In the past, the quality framework we used to evaluate schools focused on the percentage of students who were proficient — that is, **how many** students met or exceeded the grade level standard in reading and writing. The Dashboard instead focuses on **how far** students are, on average, from meeting the grade-level standard, and how much has changed since the previous year.

**SCHOOLS TO APPLAUD:**
Meeting standard and improving

- 10 (10% of schools) that served 2,642 students (12% of total 3rd-8th grade students)

**SCHOOLS TO ENCOURAGE:**
Below standard but improving

- 35 (34% of schools) that served 8,043 students (36% of total 3rd-8th grade students)

**SCHOOLS TO MONITOR:**
Meeting the standard but declining

- 8 (8% of schools) that served 1,936 students (9% of total 3rd-8th grade students)

**SCHOOLS TO REVIEW:**
Below the standard and declining

- 49 (48% of schools) that served 9,554 students (43% of total 3rd-8th grade students)

English Language Arts Dashboard Indicator
3rd-8th Grade Students Fall 2017 Release

English Language Arts Dashboard Indicator
3rd-8th Grade Students Fall 2017 Release
In the past, the quality framework we used to evaluate schools focused on the percentage of students who were proficient — that is, how many students met or exceeded grade level standard in math. The Dashboard instead focuses on how far students are, on average, from meeting the grade-level standard, and how much has changed since the previous year.

### SCHOOLS TO APPLAUD:
Meeting standard and improving

- **11** (11% of schools) that served **2,268** students
- (10% of total 3rd-8th grade students)

### SCHOOLS TO ENCOURAGE:
Below standard but improving

- **46** (45% of schools) that served **9,822** students
- (44% of total 3rd-8th grade students)

### SCHOOLS TO MONITOR:
Meeting the standard but declining

- **4** (4% of schools) that served **1,178** students
- (5% of total 3rd-8th grade students)

### SCHOOLS TO REVIEW:
Below the standard and declining

- **41** (40% of schools) that served **8,874** students
- (40% of total 3rd-8th grade students)

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**Math Dashboard Indicator**

**3rd-8th Grade Students** Fall 2017 Release
In the past, we focused on current cohort graduation rates only — that is how many students who started high school together in ninth grade earned a high school diploma after four years. With the addition of change as part of the Dashboard, we can now look at current graduation rates compared to an average of the past three cohorts. Essentially, are we seeing more or fewer students graduating over time?

**SCHOOLS TO APPLAUD:**
Meeting standard and improving

10 (45% of schools) that served 644 graduates (26% of total graduates)

**SCHOOLS TO MONITOR:**
Meeting the standard but declining

1 (5% of schools) that served 125 graduates (5% of total graduates)

**SCHOOLS TO REVIEW:**
Below the standard and declining

4 (18% of schools) that served 672 graduates (27% of total graduates)

**SCHOOL TO ENCOURAGE:**
Below standard but improving

7 (32% of schools) that served 1,066 graduates (43% of total graduates)
Suspension Rate

In the past, we focused only on suspension rates — how many students were suspended at least once in a given school year. The Dashboard focuses on both how many students were suspended at least once and how the suspension rate compares to the prior year. This is the first time that the state has included a “school climate” measure as part of assessing overall school performance.

Suspension Dashboard Indicator
All Students (K-12) Fall 2017 Release

SCHOOLS TO MONITOR:
Below standard but increasing suspension rates

21 (17% of schools) that served 11,057 students (20% of total students)

SCHOOLS TO APPLAUD:
Low and declining suspension rates

39 (32% of schools) that served 14,590 students (26% of total students)

SCHOOLS TO REVIEW:
High and increasing suspension rates

34 (28% of schools) that served 14,223 students (26% of total students)

SCHOOLS TO ENCOURAGE:
High suspension rates, but declining

27 (22% of schools) that served 15,331 students (28% of total students)
The Dashboard focuses both on the performance of current English Learner students and those who were reclassified as a fluent English speaker in the prior year. This is then compared to performance in the previous year to measure change in growth. This is the first time the state is specifically monitoring the annual progress of English Learner students towards language proficiency. Currently, nearly one-third (31.5%) of Oakland’s student population are English Learners, including newcomers. Often, these students need additional, targeted support in and out of the classroom in order to progress and become fluent in English.

### English Learner Progress Dashboard Indicator

**All English Learner Students (K-12) Fall 2017 Release**

<table>
<thead>
<tr>
<th>Category</th>
<th>% of Schools</th>
<th>% of Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS TO APPLAUD:</strong> Meeting standard and improving</td>
<td>38%</td>
<td>32%</td>
</tr>
<tr>
<td><strong>SCHOOLS TO ENCOURAGE:</strong> Below standard but improving</td>
<td>22%</td>
<td>28%</td>
</tr>
<tr>
<td><strong>SCHOOLS TO MONITOR:</strong> Meeting the standard but declining</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>SCHOOLS TO REVIEW:</strong> Below the standard and declining</td>
<td>27%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**SCHOOLS TO APPLAUD:**

- 40 (38% of schools) that served 3,908 students (32% of total students)

**SCHOOLS TO ENCOURAGE:**

- 23 (22% of schools) that served 3,318 students (28% of total students)

**SCHOOLS TO MONITOR:**

- 13 (13% of schools) that served 1,268 students (11% of total students)

**SCHOOLS TO REVIEW:**

- 28 (27% of schools) that served 3,565 students (30% of total students)
This report intentionally presents data across the city as a whole and not at the school level. We know that school level data is important and critical for many individuals and organizations that will read this report. To dig deeper at the school level, you can visit www.caschooldashboard.org to search for individual school Dashboard reports. We also recommend looking at:

- **Oakland Public School Report Card**: Created by the Oakland Unified School District’s Research, Assessment, and Data Office, these report cards aim to present the Dashboard data for each public school in Oakland, district and charter, in an easy to understand format. Report Cards are available in four languages (English, Spanish, Vietnamese, and Chinese). Visit [http://bit.ly/Oaklandreportcard](http://bit.ly/Oaklandreportcard) to view the Report Cards as well as compare performance (status and change) for schools across all available indicators.

- **GreatSchools**: Designed specifically for parents, the school profiles from GreatSchools, a non-profit organization, provide data across three key areas — academics, equity, and environment. Every school receives a rating in each of these three areas, an overall school rating, as well as breakdowns of how schools serve different groups of students. Users can access school profiles in English and Spanish, compare up to four schools side by side, and find nearby high-performing schools. The GreatSchools tool, [www.greatschools.org](http://www.greatschools.org), is available for all schools nationally and includes similar — though not completely aligned — measures as those included in the Dashboard.
Oakland’s Public School Children

Oakland public schools enroll a diverse student population. In the charts below we provide an overview of enrollment data for K-12 students in the 2016-17 school year. While the data presented in this report focuses only on the All Student level, we know that we have a shared obligation to ensure our public schools serve all children well.

### Enrollment Overall
**District-run & Charter, 2016-2017**

- **52,559**

### Enrollment by Student Groups*
**District-run & Charter, 2016-2017**

- **74% (38,859)** Low-Income Students
- **32% (16,491)** English Learner Students
- **11% (5,931)** Special Education Students
- **2% (1,013)** Homeless Youth
- **1% (265)** Foster Youth

### Enrollment by Race/Ethnicity
**District-run & Charter, 2016-2017**

- **46% (23,801)** Hispanic or Latino
- **25% (12,826)** African American
- **13% (6,620)** Asian
- **10% (5,114)** White
- **4% (2,011)** 2+ Races
- **2% (824)** Not Reported
- **1% (471)** Filipino
- **0% (155)** American Indian or Alaska Native

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*Some students fall into multiple student groups and thus can be counted more than once.

† Due to rounding, percentages total 101%.
Reference Data

In prior sections of the report, we reference how we have looked at school performance in prior years before the Dashboard was released. The charts below to show these results in an effort to provide a familiar grounding in the data as well as additional details on how students are performing.

<table>
<thead>
<tr>
<th>Third to Eighth Grade Students, Proficient in English Language Arts, 2016-17*</th>
<th>Third to Eighth Grade Students, Proficient in Math, 2016-17*</th>
</tr>
</thead>
<tbody>
<tr>
<td>California, All Students</td>
<td>California</td>
</tr>
<tr>
<td>47%</td>
<td>38%</td>
</tr>
<tr>
<td>CORE Districts ‡</td>
<td>CORE Districts ‡</td>
</tr>
<tr>
<td>39%</td>
<td>32%</td>
</tr>
<tr>
<td>Oakland</td>
<td>Oakland</td>
</tr>
<tr>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td>English Learners</td>
<td>English Learners</td>
</tr>
<tr>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Special Education</td>
</tr>
<tr>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>African American</td>
<td>African American</td>
</tr>
<tr>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>Low-Income</td>
<td>Latino</td>
</tr>
<tr>
<td>24%</td>
<td>18%</td>
</tr>
<tr>
<td>Latino</td>
<td>Low-Income</td>
</tr>
<tr>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Asian</td>
<td>Asian</td>
</tr>
<tr>
<td>51%</td>
<td>57%</td>
</tr>
<tr>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td>69%</td>
<td>64%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation Rates, 2015-16</th>
<th>Suspension Rates, 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>Statewide</td>
</tr>
<tr>
<td>84%</td>
<td>3.6%</td>
</tr>
<tr>
<td>CORE Districts ‡</td>
<td>CORE Districts ‡</td>
</tr>
<tr>
<td>81%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Oakland</td>
<td>Oakland</td>
</tr>
<tr>
<td>71%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Special Education</td>
<td>Special Education</td>
</tr>
<tr>
<td>55%</td>
<td>9.2%</td>
</tr>
<tr>
<td>English Learners</td>
<td>African American</td>
</tr>
<tr>
<td>63%</td>
<td>8.6%</td>
</tr>
<tr>
<td>African American</td>
<td>Low-Income</td>
</tr>
<tr>
<td>65%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Latino</td>
<td>Latino</td>
</tr>
<tr>
<td>70%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Low-Income</td>
<td>English Learners</td>
</tr>
<tr>
<td>70%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>White</td>
</tr>
<tr>
<td>77%</td>
<td>1.8%</td>
</tr>
<tr>
<td>White</td>
<td>Asian</td>
</tr>
<tr>
<td>79%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

* Student group percentages exclude schools with less than 10 students in a given group.
‡ Districts in CORE (California Office to Reform Education) include Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, and Santa Ana. Given that these districts represent large urban districts facing challenges similar to Oakland, their combined performance can serve as an additional point of comparison to gauge outcomes for our students. For more information on CORE, visit: www.coredistricts.org.
Data Coming in Future Releases

In fall 2018 the Dashboard is slated to include **status** and **change** for two of the newest measures:

- Chronic Absence
- College and Career Preparation

**Chronic Absenteeism Indicator**

For the first time, the California Department of Education will include chronic absenteeism data as a way to measure school performance. A student is typically considered chronically absent if they miss more than 10 percent of the days they were enrolled in a school. The specific definition and related performance levels for this indicator will be determined by the California State Board of Education.

Chronic absence rates for 2017-18 will serve as the baseline for **status**. This data combined with 2016-17 rates will determine **change** and performance levels. This indicator will be tracked for all K-12 students.

Chronic absenteeism in the past has been a major issue for Oakland schools. Our public school students miss thousands of hours of instructional time, and our public school system does not receive millions of dollars, as schools are funded by “average daily attendance,” i.e., children actually showing up any given school day, not initial enrollment.
College/Career Indicator

The College/Career Indicator contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary education and allows for fair comparisons across all Local Education Agencies and schools. This multi-measure approach expands on traditional measures (i.e., Advanced Placement enrollment rates) with new measures (i.e., dual enrollment in college-level courses). Postsecondary preparedness will be measured by three levels: Prepared, Approaching Prepared, and Not Prepared. These levels will be determined by different combinations of the following measures:

- Proficiency levels in English Language Arts and math in Grade 11 based on the SBAC (Smarter Balanced Assessments Consortium) summative assessments
- Completion of A-G courses (University of California and California State University approved courses)
- Passing score(s) on Advanced Placement or International Baccalaureate exams
- Career Technical Education (CTE) Pathway completion
- Completion of dual enrollment college-level course(s)
- Graduating on time with a high school diploma

College/career indicator rates for 2017-18 will serve as the baseline for status. This data combined with 2016-17 rates will determine change and performance levels. This indicator will be tracked for high school students only (grades 9 to 12).

Data Coming in Future Releases
The Oakland Achieves Partnership is a coalition of diverse organizations united in their belief that all children in Oakland deserve a quality K-12 public education. We believe that understanding data can help us be accountable for the success of all students in our community.

Designed by:
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Photos courtesy of:
Tai Power Seeff, taipowerseef.com
Hasain Rasheed Photography, hasainrasheed.com
Stephanie Secrest, stephaniesecrest.com
Courtesy of the Rogers Family Foundation & Educate78
Ignorance, allied with power, is the most ferocious enemy justice can have.

— JAMES BALDWIN
(No Name in the Street)