The Third Annual
Oakland Achieves
Progress Report on Public Education

A Product of the
Oakland Achieves Partnership
Cradle-to-Career Framework

- **PRESCHOOL**: Readiness Assessment
- **ATTENDANCE**: PRE-K, 2nd, 5th, MIDDLE 8th, HIGH SCHOOL 9th, POST SECONDARY 12th
- **READING PROFICIENCY**: KINDERGARTEN Early Literacy Assessment, 10th GRADE High School Exit Exam, COLLEGE Student Aid Form Submission (FAFSA)
- **SUSPENSIONS**: 7th & 8th GRADE Math Proficiency, 12th GRADE Meeting State University Eligibility Requirements (A-G), Graduation
Groups included in the report

- **Total Enrollment**: 50,096
- **Socioeconomically Disadvantaged Students**: 37,199 (74%)
- **English Learners**: 16,272 (33%)
- **Students in Special Education**: 5,288 (11%)
- **Students in Foster Care**: 282 (1%)

74% of students in Oakland’s public schools are socioeconomically disadvantaged.
Percent Enrolled by Race/Ethnicity

1. AFRICAN AMERICAN
2. ASIAN
3. FILIPINO
4. LATINO
5. NATIVE AMERICAN
6. PACIFIC ISLANDER
7. WHITE

Readiness of OUSD Preschoolers

African American preschoolers were assessed as having improved the least and Latinos the most.

START OF YEAR END OF YEAR
AFRICAN AMERICAN 45% 76%
ASIAN 46% 88%
LATINO 35% 86%
WHITE 47% 86%
ALL 40% 84%

FIGURE 10: Percentage of Students Assessed as Ready for Kindergarten on the DRDP at the Beginning and End of the Preschool Year, 2013-14.
Chronic absence in elementary schools has gone down, while satisfactory attendance has increased markedly.

**FIGURE 14:** Attendance in Grades K-5 by Ethnicity, 2010-11 to 2013-14.
Chronic Absence by Race/Ethnicity

Chronic absence is highest amongst African American, Native American, and Pacific Islander elementary students.

FIGURE 15
Elementary Reading by Race/Ethnicity

READING AT GRADE LEVEL

Latino 2nd-5th graders were least likely to read at grade level by the end of the year, while less than half of African American and Pacific Islander students were at grade level.

FIGURE 18: Percentage of Students in Grades 2-5 Reading at Grade Level by the End of the Year (Out of Students Tested) by Ethnicity, 2013-14.
Middle School Math by Vulnerable Populations

- English Learners: 739, 15%
- Foster Students: 30, 17%
- Low-Income: 3,100, 29%
- All: 3,711, 34%

English Learners and students in foster care had low rates of math proficiency.

Middle School Math

Middle school students of color were less likely to be proficient in math than White students.

FIGURE 21
Percentage Proficient or Advanced on the Common Core Math Assessment by Ethnicity, 2013-14.
Suspension rates of African Americans continue to decline, but still are much higher rates than for other groups.

**FIGURE 24**: Percentage of Students Suspended Once or More by Race/Ethnicity, 2013-14.
Females generally had lower suspension rates, although African American females had among the highest rates of all student groups.

**FIGURE 25**: Percentage of Students Suspended Once or More by Ethnicity and Gender, 2013-14.
High School Exit Exam by Race/Ethnicity

ENGLISH LANGUAGE ARTS AND MATH EXIT EXAMS

African American students were least likely to pass the CAHSEE ELA and Math in 10th grade.

- AFRICAN AMERICAN: ELA 56%, Math 57%
- ASIAN: ELA 71%, Math 83%
- LATINO: ELA 66%, Math 70%
- WHITE: ELA 76%, Math 76%
- ALL: ELA 69%, Math 74%

FIGURE 28: Percentage of 10th Graders Passing English Language Arts and Math Components of High School Exit Exam by Ethnicity, 2013-14.
Course Requirements for State University Eligibility (A-G)

Only 3 of 10 African American and 5 of 10 Latino students completed requirements making them eligible for state university, while 8 of 10 White and 6 of 10 Asian students did so.

FIGURE 32: Percentage of Graduates Completing Course Requirements for State Universities with a C or Better by Ethnicity, 2013-14.
Cohort Graduation by Race/Ethnicity

**FIGURE 35:** Cohort Graduation Rates by Race/Ethnicity, 2013-14.

- African American: 64%
- Asian: 78%
- Latino: 67%
- White: 91%
- All: 69%
While 69% of the class of 2014 graduated, less than half of twelfth graders applied for financial aid to college.

FIGURE 37: Estimate of FAFSA Submission Rate (Submissions Per School/Twelfth Grade Population) Compared to 2013-14 Cohort Graduation Rates, Spring 2015.
Students in Special Education

- Elementary Chronic Absence: 10% (OPSA) vs. 16% (SE)
- Elementary Reading Proficiency: 51% (OPSA) vs. 19% (SE)
- Middle School Math Proficiency: 34% (OPSA) vs. 17% (SE)
- High School Exit Exam - ELA: 69% (OPSA) vs. 16% (SE)
- High School Exit Exam - Math: 74% (OPSA) vs. 16% (SE)
- A-G Completion: 50% (OPSA) vs. 9% (SE)
- Cohort Graduation: 69% (OPSA) vs. 47% (SE)
- Suspension Rate: 5% (OPSA) vs. 10% (SE)

Legend:
- OAKLAND PUBLIC SCHOOLS AVERAGE
- STUDENTS IN SPECIAL EDUCATION
Next Steps

**WHAT DOES THIS DATA TELL US WE NEED TO DO?**

- **Preschool**
  - Focus on getting a QUALITY PRESCHOOL experience to more of Oakland’s low-income children.

- **Career Pathways**
  - Make good use of millions of dollars being invested in Oakland’s high schools toward CAREER PATHWAYS (LINKED LEARNING).

- **English & Math**
  - Target resources to student groups STRUGGLING IN ENGLISH AND MATH and continue to carefully track disparities of: African Americans, Latinos, Pacific Islanders, and English learners.

- **Cradle to Career Data**
  - Advocate for better data across the spectrum from CRADLE TO CAREER for all public schools. In particular, we currently have inadequate data on charter schools and early childhood providers outside of OUSD.

- **Chronic Absence**
  - Target efforts to reduce CHRONIC ABSENCE toward groups still experiencing high rates: kindergarteners, African Americans, Native Americans, and Pacific Islanders.

- **Suspension**
  - Keep watching to make sure SUSPENSIONS are going down, especially for African American boys, and disparities in discipline are decreasing.

- **All Public Schools Project**
  - Convene a community conversation, based on data, around differences in ADMINISTRATIVE STRUCTURES of schools in Oakland.

- **Special Education Analysis**
  - Conduct an analysis of the outcomes of SPECIAL EDUCATION STUDENTS IN OAKLAND, taking into account the particular type and severity of disabilities.
Rebecca Brown, Ph.D.
Urban Strategies Council
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### Appendix A: Comparison of Reading Assessment Scores

<table>
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<th>Third Grade Reading</th>
<th>Scholastic Reading Inventory 2013-14</th>
<th>Smarter Balance Assessment (English) 2014-15</th>
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<tbody>
<tr>
<td>All</td>
<td>38%</td>
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<td>English learners</td>
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<td>Asian</td>
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<tr>
<td>Native American</td>
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<td>25%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>32%</td>
<td>14%</td>
</tr>
<tr>
<td>White</td>
<td>78%</td>
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### Appendix B: Comparison of Math Assessment Scores

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</thead>
<tbody>
<tr>
<td>All</td>
<td>27%</td>
<td>34%</td>
<td>19%</td>
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<tr>
<td>African American</td>
<td>15%</td>
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<tr>
<td>Asian</td>
<td>48%</td>
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<td>21%</td>
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<tr>
<td>White</td>
<td>61%</td>
<td>70%</td>
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