WRITTEN BY:
Urban Strategies Council Staff
Rebecca Brown, Ph.D., RESEARCH COORDINATOR
Joe Jackson, RESEARCH ASSOCIATE

PROJECT FACILITATION:
Kathleen Harris, DIRECTOR OF COLLECTIVE IMPACT
GREAT OAKLAND PUBLIC SCHOOLS LEADERSHIP CENTER

DESIGNED BY
Keith Dickson, DICKSON DESIGN COMPANY

PHOTOS PROVIDED COURTESY OF:
Oakland Public Education Fund
Great Oakland Public Schools Leadership Center
Hasain Rasheed

ACKNOWLEDGEMENTS:
We are grateful for the expert advice and support from members of the OAKLAND ACHIEVES PARTNERSHIP, particularly Brian Stanley and Benj Vardigan of the OAKLAND PUBLIC EDUCATION FUND; Chris Hwang of FIRST 5 ALAMEDA COUNTY; Jonathan Klein of GREAT OAKLAND PUBLIC SCHOOLS LEADERSHIP CENTER; Robert Wilkins of the YMCA OF THE EAST BAY; and Junious Williams, Steve Spiker, and John Garvey of the URBAN STRATEGIES COUNCIL; the OAKLAND UNIFIED SCHOOL DISTRICT - DEPARTMENT OF QUALITY, ACCOUNTABILITY & ANALYTICS; COLLEGE ACCESS FOUNDATION; KENNETH RAININ FOUNDATION; THE CALIFORNIA ENDOWMENT; and ROGERS FAMILY FOUNDATION, in particular Dana Wellhausen.
The Oakland Achieves Partnership brings together public and private organizations with a deep commitment to public education. Our dream is for all children in our city to have access to the education they will need to graduate from high school ready for college and career. We believe that by sharing our collective resources and expertise we can remove barriers to school success, expand educational opportunities, and help all learners to excel from their earliest years through adulthood.

In this second annual report on student progress in Oakland, we begin to examine how well public education matches the potential of our children. How many children enter kindergarten ready to succeed? What evidence do we have that shows we are closing the achievement gaps between poor students and their more affluent peers? Do current measures of student progress provide us with the information we'll need to keep students on track to graduate? Our exploration of the cradle to career education continuum helps set a course for the key investments we can make right now to make college attainment a reality for every public school student.

The Oakland Achieves Partnership publishes data about student progress so that policymakers, civic and community organizations, and philanthropists have the information they need to make decisions about school policy. We hope this progress report will inspire dialogue in boardrooms, community meetings, and civic centers and that we will take action, together, to improve educational outcomes for Oakland’s children.

**How this report is structured**

Each section has three components:

1. Graphs showing data and descriptions of the major findings
2. A “WHY IT MATTERS” call-out box to help the reader understand why this data is relevant
3. A data call-out box to describe what type of data we have, where it comes from, and data limitations

We have included data on both Oakland Unified School District (OUSD) and charter schools wherever data was available. Each graph is labeled on the left side in grey letters to designate whether it represents both “OUSD & Charter Data” or only “OUSD Data.”
What data do we have to look at education from pre-kindergarten through college in Oakland?

WHY IT MATTERS

Why examine the cradle-to-career continuum? The pathway to a fulfilling career and community participation begins at the very beginning of a child’s life. Every benchmark on the cradle-to-career continuum is an opportunity to assess how Oakland is serving the educational and developmental needs of its children.
DEMOGRAPHICS

Who attends public schools in Oakland?

77% of students in Oakland’s public schools are socioeconomically disadvantaged. 31% are English Learners.

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>Socioeconomically Disadvantaged Students</th>
<th>English Learners</th>
<th>Students in Charter Schools</th>
<th>Students with Disabilities</th>
<th>Students in Foster Care (OUSD data only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>47,194</td>
<td>36,222</td>
<td>14,486</td>
<td>10,118</td>
<td>5,074</td>
<td>256</td>
</tr>
</tbody>
</table>

Figure 2: OUSD and Charter School Enrollment, 2012-13

What is the difference between an Oakland Unified School District (OUSD) school and a charter school?

During the 2012-13 school year, OUSD was responsible for all 86 public schools and 34 district-authorized public charter schools, for a combined total of 47,194 students.

Charter data in this report

Where possible, we have included charter school data in addition to data from OUSD operated-schools in this report (grey labels on the left side of the graphs designate which graphs have charter data). A charter school is an independently operated public school. Charter schools included are the 34 OUSD-authorized charter schools for the 2012-13 school year. The data does not include information on the six county-authorized charter schools which serve around 1400 students.

Over time, we hope the Oakland Achieves progress report helps ensure equity and excellence among both district-operated and charter public schools.

The above measure of socioeconomic disadvantage (through Dataquest) is measured by eligibility for the Free and Reduced Price Meals (FRPM) program, which provides meals to low-income students during the school day, and by educational attainment of OUSD-operated schools.
90% of students in Oakland’s public schools are children of color.

**Figure 3: OUSD and Charter Schools Racial/Ethnic Breakdown, 2012-13**

### DEMOGRAPHICS (CONT’D)

**WHY IT MATTERS**

Consistent with population trends in the city of Oakland, Latino students are now the plurality within OUSD, while the proportion of African American students has declined. Since 2000, the Black population in Oakland has declined by nearly 25%.

90% of students in Oakland’s public schools are children of color.

**Figure 4: Population Size, by Ethnicity, OUSD & Charter 2009-10 to 2012-13**

The proportion of Latino and White students in OUSD has increased, while the African American population has declined.
How are schools performing based on standardized tests?

What is the API?
- The API measures the academic performance and improvement of schools based on results from Standardized Testing and Reporting (STAR) and the California High School Exit Examination (CAHSEE).
- The state set 800 out of a possible 1,000 as the API target for all schools to meet (see dark rows in table for schools who met target).
- Because of testing changes resulting from the statewide shift to the Common Core State Standards (see p. 21 for a description of the Common Core), the State will not update schools’ API results until the 2015 – 2016 academic year.

How is Oakland performing on the API?
- Through 2012, OUSD was California’s most improved urban school district over the previous eight years.
- Scores were down somewhat in 2013, consistent with the statewide trend where scores fell for the first time in more than a decade.

*Source: http://www.ed-data.k12.ca.us/Pages/K-12-changes.aspx
2013 API Score

2013 API Score
n = 121 Schools

(1) Less than 500
(10) 500 to 599
(32) 600 to 699
(37) 700 to 799
(34) Above 800
(7) No API Reported or Multiple Campuses

* School with less than 100 Students Reporting API Score
WHICH SCHOOLS IMPROVED ON THE API IN 2012-13?

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2011–12</th>
<th>2012–13</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MetWest High</td>
<td>576</td>
<td>664</td>
<td>88</td>
</tr>
<tr>
<td>Dewy Academy</td>
<td>569</td>
<td>656</td>
<td>87</td>
</tr>
<tr>
<td>Oakland Charter Academy</td>
<td>868</td>
<td>913</td>
<td>45</td>
</tr>
<tr>
<td>Lighthouse Community Charter High</td>
<td>758</td>
<td>799</td>
<td>41</td>
</tr>
<tr>
<td>Achieve Academy</td>
<td>795</td>
<td>833</td>
<td>38</td>
</tr>
<tr>
<td>Ralph J. Bunche High</td>
<td>534</td>
<td>572</td>
<td>38</td>
</tr>
<tr>
<td>Claremont Middle</td>
<td>679</td>
<td>713</td>
<td>34</td>
</tr>
<tr>
<td>McClymonds High</td>
<td>485</td>
<td>513</td>
<td>28</td>
</tr>
<tr>
<td>Think College Now</td>
<td>825</td>
<td>849</td>
<td>24</td>
</tr>
<tr>
<td>Oakland Military Institute, College Prep</td>
<td>746</td>
<td>770</td>
<td>24</td>
</tr>
<tr>
<td>Oakland Unity High</td>
<td>711</td>
<td>735</td>
<td>24</td>
</tr>
<tr>
<td>Oakland High</td>
<td>611</td>
<td>634</td>
<td>23</td>
</tr>
<tr>
<td>Aspire ERES Academy</td>
<td>812</td>
<td>833</td>
<td>21</td>
</tr>
<tr>
<td>West Oakland Middle</td>
<td>555</td>
<td>575</td>
<td>20</td>
</tr>
<tr>
<td>Esperanza Elementary</td>
<td>762</td>
<td>777</td>
<td>15</td>
</tr>
<tr>
<td>Oakland Technical High</td>
<td>723</td>
<td>737</td>
<td>14</td>
</tr>
<tr>
<td>East Oakland Leadership Academy</td>
<td>765</td>
<td>779</td>
<td>14</td>
</tr>
<tr>
<td>Kaiser Elementary</td>
<td>844</td>
<td>856</td>
<td>12</td>
</tr>
<tr>
<td>International Community</td>
<td>746</td>
<td>757</td>
<td>11</td>
</tr>
<tr>
<td>Roosevelt Middle</td>
<td>669</td>
<td>679</td>
<td>10</td>
</tr>
<tr>
<td>United for Success Academy</td>
<td>622</td>
<td>632</td>
<td>10</td>
</tr>
<tr>
<td>East Oakland Pride Elementary</td>
<td>660</td>
<td>668</td>
<td>8</td>
</tr>
<tr>
<td>Fred T. Korematsu Discovery Academy</td>
<td>735</td>
<td>743</td>
<td>8</td>
</tr>
<tr>
<td>Oakland School for the Arts</td>
<td>829</td>
<td>837</td>
<td>8</td>
</tr>
<tr>
<td>Cleveland Elementary</td>
<td>911</td>
<td>918</td>
<td>7</td>
</tr>
<tr>
<td>North Oakland Community Charter</td>
<td>884</td>
<td>891</td>
<td>7</td>
</tr>
<tr>
<td>Reems (Ernestine C.) Academy of Technology</td>
<td>705</td>
<td>712</td>
<td>7</td>
</tr>
<tr>
<td>ROOTS International Academy</td>
<td>645</td>
<td>652</td>
<td>7</td>
</tr>
<tr>
<td>Urban Promise Academy</td>
<td>761</td>
<td>768</td>
<td>7</td>
</tr>
<tr>
<td>KIPP Bridge Charter</td>
<td>900</td>
<td>905</td>
<td>5</td>
</tr>
<tr>
<td>Coliseum College Prep Academy</td>
<td>660</td>
<td>665</td>
<td>5</td>
</tr>
<tr>
<td>Parker Elementary</td>
<td>847</td>
<td>852</td>
<td>5</td>
</tr>
<tr>
<td>Greenleaf Elementary</td>
<td>814</td>
<td>818</td>
<td>4</td>
</tr>
<tr>
<td>Reach Academy</td>
<td>625</td>
<td>628</td>
<td>3</td>
</tr>
<tr>
<td>Thornhill Elementary</td>
<td>944</td>
<td>946</td>
<td>2</td>
</tr>
<tr>
<td>Glenview Elementary</td>
<td>871</td>
<td>872</td>
<td>1</td>
</tr>
<tr>
<td>PLACE at Prescott</td>
<td>657</td>
<td>658</td>
<td>1</td>
</tr>
<tr>
<td>Elmhurst Community Prep</td>
<td>685</td>
<td>686</td>
<td>1</td>
</tr>
<tr>
<td>LPS College Park</td>
<td>689</td>
<td>690</td>
<td>1</td>
</tr>
</tbody>
</table>
WHICH SCHOOLS MET THE STATE TARGET OF 800 IN 2012-13?

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2011–12</th>
<th>2012–13</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Public Charter</td>
<td>974</td>
<td>971</td>
</tr>
<tr>
<td>Hillcrest Elementary</td>
<td>964</td>
<td>958</td>
</tr>
<tr>
<td>Montclair Elementary</td>
<td>972</td>
<td>954</td>
</tr>
<tr>
<td>Crocker Highlands Elementary</td>
<td>953</td>
<td>950</td>
</tr>
<tr>
<td>Thornhill Elementary</td>
<td>944</td>
<td>946</td>
</tr>
<tr>
<td>Peralta Elementary</td>
<td>951</td>
<td>942</td>
</tr>
<tr>
<td>American Indian Public Charter School II</td>
<td>978</td>
<td>942</td>
</tr>
<tr>
<td>Chabot Elementary</td>
<td>951</td>
<td>942</td>
</tr>
<tr>
<td>Oakland Charter High</td>
<td>956</td>
<td>938</td>
</tr>
<tr>
<td>Lincoln Elementary</td>
<td>957</td>
<td>931</td>
</tr>
<tr>
<td>American Indian Public High</td>
<td>928</td>
<td>927</td>
</tr>
<tr>
<td>Cleveland Elementary</td>
<td>911</td>
<td>918</td>
</tr>
<tr>
<td>Oakland Charter Academy</td>
<td>868</td>
<td>913</td>
</tr>
<tr>
<td>Joaquin Miller Elementary</td>
<td>923</td>
<td>908</td>
</tr>
<tr>
<td>KIPP Bridge Charter</td>
<td>900</td>
<td>905</td>
</tr>
<tr>
<td>North Oakland Community Charter</td>
<td>884</td>
<td>891</td>
</tr>
<tr>
<td>Conservatory of Vocal/Instrumental Arts</td>
<td>893</td>
<td>873</td>
</tr>
<tr>
<td>Glenview Elementary</td>
<td>871</td>
<td>872</td>
</tr>
<tr>
<td>Kaiser Elementary</td>
<td>844</td>
<td>856</td>
</tr>
<tr>
<td>Redwood Heights Elementary</td>
<td>905</td>
<td>854</td>
</tr>
<tr>
<td>Parker Elementary</td>
<td>847</td>
<td>852</td>
</tr>
<tr>
<td>Think College Now</td>
<td>825</td>
<td>849</td>
</tr>
<tr>
<td>Oakland School for the Arts</td>
<td>829</td>
<td>837</td>
</tr>
<tr>
<td>Achieve Academy</td>
<td>795</td>
<td>833</td>
</tr>
<tr>
<td>Aspire ERES Academy</td>
<td>812</td>
<td>833</td>
</tr>
<tr>
<td>Aspire Berkeley Maynard Academy</td>
<td>851</td>
<td>833</td>
</tr>
<tr>
<td>Sequoia Elementary</td>
<td>838</td>
<td>828</td>
</tr>
<tr>
<td>Greenleaf Elementary</td>
<td>814</td>
<td>818</td>
</tr>
<tr>
<td>Franklin Elementary</td>
<td>814</td>
<td>814</td>
</tr>
<tr>
<td>Bella Vista Elementary</td>
<td>849</td>
<td>813</td>
</tr>
<tr>
<td>Piedmont Avenue Elementary</td>
<td>817</td>
<td>810</td>
</tr>
<tr>
<td>Aspire Lionel Wilson College Preparatory</td>
<td>828</td>
<td>807</td>
</tr>
<tr>
<td>Carl B. Munck Elementary</td>
<td>820</td>
<td>801</td>
</tr>
<tr>
<td>Manzanita SEED</td>
<td>836</td>
<td>801</td>
</tr>
</tbody>
</table>

WHY IT MATTERS

Whether they improved or lost ground, 28% of schools met the State’s target of 800.
The number of 3-5 year olds in Oakland needing pre-kindergarten education exceeds the available slots by 30%, while 59% of children who qualify for subsidized programs are unserved.

Why it matters

Kindergarteners who enter school with early learning experiences that provide them with grade level developmental, social, and academic skills are much more likely to become successful readers and life-long learners. From birth to age five, children develop language and thinking skills at a pace that is greater than any other time of life and are strongly impacted by interactions with those around them and by interactive experiences. As a result, the quality of early care and education that children receive has a powerful influence on their future academic success.
What data was available?
The number of 3-5 year olds in Oakland was compared to available slots in state-licensed subsidized and unsubsidized programs.**

What programs are included here?
Data report on state-licensed early care and education programs which include both Child Care Centers, located outside of the home, and Family Child Care Homes, in the licensee’s home. These programs are monitored by the Department of Social Services for compliance with state regulations.

What are subsidized pre-kindergarten options in Oakland?
1) California State Preschool Program - offered to families at or below 70% of the state’s median income,

2) Head Start - offered to families at or below the federal poverty line, and

3) Vouchers - given to parents or guardians who qualify for welfare-to-work CalWORKS or Alternative Payment Programs to apply to any child care provider, including a non-licensed provider such as a relative.

**Estimates by the Kenneth Rainin Foundation with the Alameda County Childcare Planning Council.
Assessments of Readiness for Kindergarten

1. First 5 Assessment of School Readiness in OUSD (2013)

Four areas of readiness were assessed:

- Self-care and motor skills: skills needed for taking care of one's basic needs and skills showing fine/gross motor coordination
- Social expression: skills related to interacting with adults and children
- Self-regulation: basic emotion regulation and self-control skills needed to be able to perform well in the classroom
- Kindergarten academics: skills that are more academic in nature, such as writing, counting, and identifying shapes and colors

Overall, about half of kindergarteners were proficient in each area; however, to be truly ready for school, children need to be proficient in all of these areas. 40% of students met this benchmark.

Figure 6: Proportion of Students Proficient in Each Readiness Area, First 5 Kindergarten Readiness Assessment 2013

WHY IT MATTERS

This assessment gives us information on how well we as a city are preparing our young children for school. The finding suggests that the majority of OUSD's kindergarteners are entering school without the foundation they need.

Where does this data come from?

- First 5 and the Interagency Children's Policy Council completed a 2013 Readiness Assessment of kindergarteners as they entered school. This tool considered 24 skills that were grouped into the four areas of readiness presented here.
- Kindergarten teachers in 17 OUSD schools assessed the 24 skills on a total of 457 students.
Factors strongly associated* with school readiness:

How was this data gathered?
Based on comparison of teacher observations and a parent survey to the readiness assessment tool, the following were identified as factors that predicted a child was most ready for kindergarten.

Students’ level of tiredness, hunger or illness at school was most strongly associated with the level of students’ ability to learn as they began kindergarten.

- Child does not come to school hungry/tired/ill
- Child attended pre-school
- Parent received information about how ready child was for kindergarten
- Parent received information about preparing child for kindergarten

WHY IT MATTERS

While it makes sense that a child who is feeling unwell will perform less well in school, it is startling that this factor is by far the strongest predictor of school readiness. It makes clear the importance of nutritional supports for children in schools and supports for families whose children are facing health problems.

Also interesting is the powerful importance of informing parents of readiness needs and how to prepare their children. This underlines caregivers’ importance in preparing their children and the means by which we can help them to ready their child for school.

*statistically greater than 95% confidence level
2. DIBELS Assessment of Early Literacy Skills upon Entry to Kindergarten

How was “early literacy” assessed as children entered kindergarten?

We used data from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment to get a sense of the early literacy skills among kindergarteners entering OUSD in fall 2012. Reported here are two types of assessments given related to later literacy: first sound fluency (ability to recognize sounds) and letter naming.

WHY IT MATTERS

While it is difficult to assess “literacy” skills in children just entering kindergarten, this data points out that, on some factors that have been shown to predict later literacy, there are already disparities among ethnic groups. It also indicates a specific challenge that English Learners have in developing literacy - they were more challenged by identifying sounds than by naming letters.

Less than half of students of color enter school with an early literacy skill that is closely associated with later literacy.

English Learners were more challenged by identifying sounds in words than by naming letters.

*“Asian” here includes Pacific Islander and Filipino due to data availability.

Figure 8: Proportion Scoring Above Benchmark on Assessment of Early Literacy (First Sound Fluency), by Ethnicity, OUSD 2012-13

Figure 9: Proportion Scoring Above Benchmark on Assessment of Early Literacy Skills, by English Fluency, OUSD 2012-13
One in 10 elementary students is chronically absent.

**Attendance patterns that predict school achievement:**
- Chronic absence: missing 10% or more school days (18 days in a full school year).
- At risk attendance: missing between 5-10% of school days.
- Satisfactory attendance: missing less than 5% of school days.

**OUUSD’s attendance goals:**
- Increase satisfactory attendance to at least 85% of students in every school.
- Reduce chronic absence at every school to 5% or less.

**WHY IT MATTERS**
Chronic absence is an early warning sign of academic distress, including school dropout. “At risk” attendance is also associated with academic challenges.*

*attendanceworks.org
African Americans, Pacific Islanders, and Native Americans had much higher rates of chronic absence than other student groups, although the latter showed improvement in 2012-13.

Nationally, attendance is a particular problem within the kindergarten population. In OUSD, kindergarteners have twice the rate of chronic absence than their older elementary school peers.

Kindergarten is not mandatory. However, a recent study found that only 17% of students who were chronically absent in both kindergarten and 1st grade read at grade level by the end of 3rd grade, compared to 64% of their peers.*

*attendanceworks.org

Figure 11: Chronic Absence, by Ethnicity in K-5, OUSD 2010-11 to 2012-13

Figure 12: Chronic Absence Rates, by Grade, OUSD 2012-13
Students in foster care and low-income students were more likely to be chronically absent than the rest of the student population.

![Figure 13: Chronic absence, by Vulnerable Groups in K-5, OUSD 2012-13](image)

**What are the numbers in parentheses?**

In parentheses are the total number of students in each group (e.g. 15% of the 87 foster students in grades K-5 were chronically absent).

**WHY IT MATTERS**

The Local Control Funding Formula: One aspect of California’s Local Control Funding Formula (LCFF), signed into law in 2013, is its allocation of supplemental funding for three vulnerable groups:

1. Low-income students
2. English Learners
3. Students in foster care

The focus on foster students is a new direction for California schools that will now be held accountable to identify, monitor and ultimately improve outcomes of this group. Foster students are a highly vulnerable segment of the student population and often face a number of challenges that can negatively impact their academic achievement and success, including but not limited to multiple school moves, multiple placement changes, and the impact of traumatic experiences. These challenges often result in students quickly falling behind their grade level, scoring low on assessment tests, dropping out at high rates, and experiencing behavioral issues.

How did we define “low-income“?

“Low-income” status of students is measured here by eligibility for the Free and Reduced Price Meal (FRPM) program, which provides nutritionally balanced, low-cost or free lunches to children from low-income households each school day. This year, FRPM data was available at the school level only so students are designated as low-income if they attend a school where 85% of students qualify for FRPM.
How many and which students are reading at grade level? Does the new standardized test differ in its assessment?

Half of 2nd-5th Grade Oakland students tested proficient or above in English Language Arts.

What measure of reading proficiency have California schools been using until now?

The California Standards Test (CST) in English and Language Arts (ELA) has been used to assess state academic content standards since 1998 and was used to drive accountability under No Child Left Behind. Use of the CST is being phased out this year as the State moves to the Common Core curriculum and transitions to testing that better fits this educational content and orientation.

We were able to access charter school data for overall proficiency but used OUSD school data only for looking at ethnicity over time and vulnerable populations.
Rates of proficiency on the CST English & Language Arts test were slightly down for most ethnic/racial groups in OUSD.

Figure 15: 2nd-5th Grade Rates of Proficiency on CST ELA, by Ethnicity, OUSD & Charter, 2012-13

Vulnerable populations in OUSD were less likely to score proficient on the CST ELA than other students.

Figure 16: 2nd-5th Grade Rates of Proficiency on CST ELA, by Vulnerable Student Populations, OUSD data 2012-13
What is the Scholastic Reading Inventory (SRI)?

- The SRI test indicates a child’s reading level, allowing teachers and families to match reading level to books that the child can read independently.
- The SRI can be used as an early screening tool to identify students who need extra academic support in reading.
- In OUSD, it is given three times per year to monitor student progress. The data shown here is an End of Year measure.
- OUSD is moving toward the usage of the SRI as a tool for assessment and early screening of literacy outcomes as part of transition to the Common Core Standards being adopted Statewide.
- 86% of students in grades 2-12 took the test in 2012-13.
- OUSD is working toward 100% participation in the SRI for 2nd-12th grade students.

53% of elementary students scored at or above benchmark on the SRI.

Figure 17: 2nd-5th Grade Reading SRI Benchmark indicators, OUSD SRI Snapshot End of Year 2012-13
WHY IT MATTERS

The SRI will now be OUSD’s primary measure of student literacy. Our findings here suggest that the proportions of students proficient, and the disparities in proficiency, are consistent with those on the CST ELA test. The SRI is designed to measure the level of complexity of text that students are able to read and understand, which goes hand in hand with the Common Core State Standards. The Common Core calls for students to demonstrate the ability to read, understand, and evaluate increasingly complex text.

The **Common Core State Standards** were developed by leaders from 48 states to set clear college and career-ready standards in English language arts/literacy and math. The standards are designed to ensure that students graduating from high school are prepared to take credit-bearing introductory courses in two and four-year college programs or to enter the workforce. The standards recognize that both content and skills are important. For example, the standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening. In math, the standards set a rigorous definition of college and career readiness by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

*Figure 18: 2nd-5th Graders Reading at Benchmark or Above on SRI, OUSD SRI Snapshot, End of Year, 2012-13*

- Latinos and African Americans were the least likely to be at or above benchmark.

---

**WHY IT MATTERS**

The SRI will now be OUSD’s primary measure of student literacy. Our findings here suggest that the proportions of students proficient, and the disparities in proficiency, are consistent with those on the CST ELA test. The SRI is designed to measure the level of complexity of text that students are able to read and understand, which goes hand in hand with the Common Core State Standards. The Common Core calls for students to demonstrate the ability to read, understand, and evaluate increasingly complex text.

The **Common Core State Standards** were developed by leaders from 48 states to set clear college and career-ready standards in English language arts/literacy and math. The standards are designed to ensure that students graduating from high school are prepared to take credit-bearing introductory courses in two and four-year college programs or to enter the workforce. The standards recognize that both content and skills are important. For example, the standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening. In math, the standards set a rigorous definition of college and career readiness by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

---

**OUSD Data**

- African American (2480)
- Asian (1512)
- Latino (3625)
- White (1299)
- OUSD 2nd-5th (9399)

---

*Figure 18: 2nd-5th Graders Reading at Benchmark or Above on SRI, OUSD SRI Snapshot, End of Year, 2012-13*

- Latinos and African Americans were the least likely to be at or above benchmark.
MIDDLE SCHOOL OUTCOMES

Middle School Transition Rates
How many 5th graders stay in OUSD district-operated schools for middle school?

Only about half of Asian and White 5th grade students in 2011-12 remained enrolled in OUSD for their 2012-13 year. Retention of Asian students in OUSD has declined markedly in the last three years, and African American retention has also dropped.

![Figure 19: Proportion of 5th Grade Students Who Remain Enrolled from One Year to the Next, OUSD 2012-13](image)

Note: Filipino, Native American and Pacific Islander students were excluded due to small sample size.

WHAT IT MATTERS

The time of transition to middle school is a decision point when many parents make the choice to select different schools for their children, whether from the District to charter or to private school. It may reflect concerns about safety, academic preparation or school experience. Ultimately, the lower rates of students remaining in OUSD during middle school transition may signal an opportunity to explore the needs of students and parents.

What proportion of 5th grade students remained enrolled in OUSD in 6th grade?

We looked at the proportion of 5th graders in 2009-10 who stayed in OUSD for 6th grade in 2010-11. We then looked at the 5th grade transition in the next two years. We also looked at whether patterns of retention varied by ethnicity and whether these patterns changed over time.
MIDDLE SCHOOL MATH PERFORMANCE

How many and which students were proficient on math assessments in middle school?

Nearly half of students tested proficient or above in Algebra 1.

- Far Below Benchmark: 8%
- Below Basic: 22%
- Basic: 22%
- Proficient: 30%
- Advanced: 19%

How did we measure math proficiency?

As with other CST data, we were able to access OUSD and charter data on overall proficiency. For this measure, algebra data, specifically, was available. For examining impacts on ethnic/racial groups and vulnerable student populations, we were only able to look at District data. In this case, we were limited to general math proficiency.

Because many students took algebra in either 7th and 8th grades, we looked at the combined proportion of proficiency here.

WHY IT MATTERS

Middle school is a critical juncture in a child’s math education; those who are mathematically competent have opportunities for further education and experiences that those without this foundation will struggle to access. Math scores in middle school also predict likelihood of graduation.* Algebra 1, in particular, is the first in a sequence of courses that students need for college acceptance and is a “gate-keeper” to higher math and science.

* https://files.nyu.edu/RANYCS/public/media/2011004.pdf
Overall, the rates of math proficiency trended slightly downward, and large disparities are apparent. African Americans had the most significant decline.

Note: Filipino, Native American and Pacific Islander students were excluded due to small sample size.

Middle school students from vulnerable groups in OUSD had extremely low scores on the CST Math test.

Figure 21: 7th and 8th Grade Rates of CST Math Proficiency, by Ethnicity, OUSD 2012-13

Figure 22: 7th and 8th grade math proficiency, by Vulnerable Populations, OUSD 2012-13
Who is missing the most school due to suspensions?

Suspensions have gone down markedly for African Americans, who are a target group of an agreement with the Office of Civil Rights; however, the rate of suspension for this group remains disproportionately high.

How did we measure suspensions?
We looked at whether students had been suspended once or more. Even being suspended one time is a strong academic risk factor.

What data did we use?
All data is from OUSD, due to availability, with the exception of the data on suspensions for defiance, which includes suspensions of students in all public schools.

WHY IT MATTERS

• The number of students suspended declined this year as schools put in place new guidelines to keep students in class.

• Public schools throughout California are working to reduce high rates of suspensions, and the racial disparities associated with them.

• In 2012, OUSD entered into an agreement with the Office of Civil Rights, called the Agreement to Resolve (aka the Voluntary Resolution Plan), to reduce suspensions among groups with disproportionately high suspension rates. African Americans are a primary target group because they have the most disparate outcomes.
Girls generally had lower suspension rates, although African American girls had among the highest rates of all student groups.

Foster youth had a suspension rate three times that of the general student population.
Why are we looking at suspensions for “defiance”?

Student advocates and lawmakers nationally have criticized this category of suspension offenses because:

1. There is no clear definition of what constitutes this offense, making it highly subjective.
2. African American students are suspended for this offense at much higher rates than other groups, even among elementary students.

African Americans are more than twice as likely to be suspended for defiance than other groups, 16 times more likely than White students.
What is the CAHSEE?
- In California, all high school students must pass the California High School Exit Exam (CAHSEE) test to earn a high school diploma.
- Students take the CAHSEE in 10th grade and may retake it if not passed.
- The test is based on standards below the 10th grade level, so not passing in 10th grade signals that students are not on target for graduation.

WHY IT MATTERS
Once youth reach high school, disparities begin to impact outcomes that have a significant impact on their opportunities for future education and their career choices.

One hurdle that students face is to pass the high school exit exam in order to graduate. Students begin to take this exam in 10th grade, and the test is leveled below 10th grade standards. Thus, looking at the relative pass rates for 10th graders gives us a sense of which students are on track to graduate.

The CAHSEE is important because it helps to ensure that students graduate from high school with grade level skills in reading, writing, and math. California created the CAHSEE to raise student achievement in high schools.

Extreme disparities are evident at this level, leaving some of our students vulnerable to leaving school without a high school diploma, severely limiting their life and career choices. African American students have the lowest rates of passing, 291 out of 768 (38%) pass the exam in 10th grade, with the rest below grade level and not on target to graduate. The Latino student population has similar outcomes.
Girls in all ethnic groups had a higher rate of passing both Math and ELA CAHSEE in 10th grade. African American students and Latino and Pacific Islander boys had the lowest outcomes.

*Native American and Filipino excluded due to small sample size.

Figure 27: 10th Grade Rates of Passing Both ELA and Math CAHSEE, by Ethnicity and Gender, OUSD 2012-13

Students in foster care were the least likely to pass the high school exit exam in 10th grade. Low-income students were less than half as likely to pass.

Figure 28: Rates of 10th Graders Passing Both ELA and Math CAHSEE, by Vulnerable Students, OUSD 2012-13
A-G REQUIREMENTS (UNIVERSITY ELIGIBILITY)

Who is fulfilling requirements necessary for University of California and California State University acceptance?

Overall, the rate of A-G completion in the 2012-13 school year has increased compared to the 2010-11 school year. This growth was driven by the higher rates of completion by African American, Latino, and Filipino students.

What are A-G Requirements?

- Admission to the University of California or California State University requires that students receive a grade of “C” or better on a series of coursework known as the A-G requirements.

- This coursework has a broad curriculum with college preparatory content, including:
  - 4 years of English
  - 3 years of math
  - 2 years of history/social science
  - 2 years of laboratory science
  - 2 years of foreign language
  - 1 year of visual and performing arts
  - 1 year of college-preparatory electives

WHY IT MATTERS

- Achievement on A-G coursework is a gateway to college and career pathways, since only students completing these requirements have access to our state universities - University of California and California State University.

- The OUSD Board of Education voted in 2009 to align OUSD’s high school graduation requirements with state public college entrance requirements (A-G), beginning with the class of 2015.

- The level of disparities evident points to this educational challenge as a major hurdle for vulnerable populations in gaining access to opportunity.
Girls of color had higher rates of A-G completion than boys of color, although African American girls have an extremely low rate of completion.

Note: Filipino, Native American and Pacific Islander students were excluded due to small sample size.

Figure 30: Rate of Completion of A-G Requirements, by Ethnicity and Gender, OUSD 2012-13

Two of every 14 foster students in 12th grade completed A-G requirements compared to 7 for every 14 OUSD 12th graders overall.

Figure 31: Rate of Completion of A-G Requirements, by Vulnerable Populations, OUSD 2012-13
What are the rates of graduation among Oakland’s students?

Overall the greatest increases in the graduation rate were in the White and Latino student populations (12 percentage points each) and the Filipino population (16 percentage points). The improvement in 2012-13 is driven by increases in the Latino and African American rates.

Graduation rates reported here are “cohort graduation rates,” meaning that they include students that graduate in four years. Many students remain enrolled past their senior year and end up graduating. Here an additional 15% of the cohort remained for a fifth year.
Girls in most ethnic/racial groups were more likely to graduate than boys.

Note: Filipino, Native American and Pacific Islander students were excluded due to small sample size.

Less than half of English Learners graduated, while almost two out of three low-income students graduated, consistent with the average graduation rate in OUSD.
Linked Learning: A Strategy for Increasing College and Career Success

What does Linked Learning look like in Oakland?

A recent report examined Linked Learning in many districts, including three Linked Learning pathways in Oakland in the 2012-13 school year: Skyline High School’s Education Academy, LIFE Academy’s Life Academy of Health and Bioscience, and Media College Preparatory’s Media Academy.

What is Linked Learning and why is it important?

Linked Learning is a statewide program that combines academics with career-based studies and workplace experiences.

Linked Learning includes four elements designed to support student success:

**RIGOROUS ACADEMICS**
An academic core that includes college preparatory English, mathematics, science, history and world language courses for all students.

**REAL-WORLD TECHNICAL SKILLS**
A challenging career-based component of three or more courses to help students gain the knowledge and skills that can give them a head start on a successful career.

**WORK-BASED LEARNING**
A series of work-based learning opportunities that begin with mentoring.

**PERSONALIZED SUPPORT**
Services including counseling and supplemental instruction in reading, writing and mathematics that help students master academic and technical learning and job shadowing that evolve into intensive internships, school-based enterprises or virtual apprenticeships.

**WHY IT MATTERS**

Linked Learning advocates that students who are able to gain experience and exposure to the world of work while in high school are better able to persist in college and are more prepared to pursue self-sustaining careers.

Students participating in these pathways in Oakland had positive outcomes. They:

- Earned enough credits to put them one year ahead of their peers.
- Scored 5% higher on assessments of reading proficiency.
- Were 5% more likely to complete course requirements needed to gain university access (A-G).
- Had gains in rates of passing the high school exit exam that were twice as large as other districts in the study.
- Had better attendance (average of two days), a strong predictor of graduation and academic success.
How prepared are Oakland’s students for college and who is attending? Free Application for Federal Student Aid (FAFSA) Submission Rates

The average number of submissions for schools with higher proportions of low-income students is far lower than for higher-income schools, despite higher need.

What is FAFSA and why is it important?

- FAFSA is the Free Application for Federal Student Aid.
- All federal grant and loan awards are determined by the FAFSA, and nearly all colleges use the FAFSA as the basis for their own financial aid awards. Anyone that wants financial aid for college needs to complete and submit a FAFSA.
- Data were available from the U.S. Department of Education Federal Student Aid Office (https://studentaid.ed.gov).

WHY IT MATTERS

- By tracking FAFSA completion we can ensure that more students will access the resources they need to pursue higher education and persist until college completion.
- Disparities in access to resources can be tracked by looking at the overall rate of submission as well as the rate of increase in submission.
College Attendance

WHY IT MATTERS

Educational attainment has a huge impact on employability as well as income. A 2011 study* found that the rate of unemployment of individuals without a high school diploma was 10%, while those with a vocational post-secondary credential had an unemployment rate of 7% and with a college degree 4%. Young adults (25-34) with bachelor's degrees earned almost twice as much as those without a high school diploma (median income = $45,000 and $22,900, respectively), while, for those with a high school diploma, the median was $30,000 and with an associate's degree $37,000.**


Less than half of Oakland’s public school graduates enrolled in a post-secondary program. Latino students were the least likely to be enrolled.

How did we measure college attendance?

• The California Department of Education provides data on the percentage of high school graduates in California who enroll in a post-secondary institution anywhere nationally, within 16 months of graduation.
• Post-secondary institutions include universities, academies, colleges, seminaries, institutes of technology, and vocational schools.
• Available data tracks students from the 2009 graduating class through the fall of 2010.

*Filipino and Native American have been excluded due to small sample size.

Figure 37: Percentage of High School Graduates from OUSD & Charter Who Enroll in Post-Secondary Institutions within 16 Months by Ethnicity, Spring 2009 to Fall 2010
Figure 38: Enrollment of Vulnerable Populations in Postsecondary Institutions, OUSD & Charters Spring 2009 to Fall 2010
What are the takeaways from all of this data?

We see positive changes for Oakland students:
- Graduation rates are up.
- Suspensions are down.
- A-G completion is up.
- FAFSA submissions are up in low-income schools.
- Linked Learning is having a positive effect.

Oakland has tough challenges ahead:
- Major disparities exist among ethnic and socioeconomic groups.
- Boys of color, along with African American and Latina girls, have unacceptably poor outcomes.
- The outcomes of the vulnerable populations examined, low-income students, English Learners, and students in foster care, were starkly negative compared to other students.
- More pre-kindergarten programs, especially subsidized programs for low-income children, are needed.
- Chronic absence is particularly high for kindergarteners and for African American, Pacific Islander, and Native American students.
- English proficiency scores declined for most groups.
- An unacceptably small proportion of our students read at grade level.
- A very small proportion of students were proficient in math or algebra in middle school.
- Graduation rates are low.
- Less than half of those who graduate begin post-secondary education.
- Despite greater financial need, low-income students are less likely to submit FAFSA applications.