OAKLAND ACHIEVES PARTNERSHIP

The Oakland Achieves Partnership is a coalition of diverse organizations united by their focus on quality education for the youth in Oakland, CA. The Partnership is committed to providing the community with data that allows us to track how well we are serving public school students in our city. The Partnership maintains a focus on engaging the community around critical issues affecting our kids and driving an agenda for taking action.

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PHOTOS PROVIDED COURTESY OF:
Hasain Rasheed Photography (www.hasainrasheed.com),
Oakland Public Education Fund, and Oakland Unified School District.
CRADLE-TO-CAREER
ANALYSIS OF OAKLAND’S PUBLIC EDUCATION SYSTEM

WHY EXAMINE THE CRADLE-TO-CAREER CONTINUUM? Examining education indicators across developmental levels is an important step toward understanding young people’s path through childhood and into adulthood. Many communities are using similar frameworks to understand how we can support the success of every child, every step of the way, cradle-to-career. This holistic viewpoint allows us to see where we need to align efforts in the existing fragmented educational landscape, as well as where alignment is needed with health, social, and employment services that young people may need as they develop.
PRE-KINDERGARTEN OUTCOMES

SCHOOL READINESS
- Students in district-run preschools, serving only a small subset of low-income children in Oakland, had school readiness scores at the end of the year that were double their scores at the beginning of the year.
- African American preschoolers were assessed as having improved the least and Latinos the most.

EARLY LITERACY
- Students of color were much less likely to enter kindergarten with essential early literacy skills.

ELEMENTARY SCHOOL OUTCOMES

ATTENDANCE
- Attendance has improved in OUSD overall.
- Disparities are still evident in attendance patterns, with African American, Pacific Islander, and Native American students much more likely to be chronically absent (absent 10% or more of enrolled days).

SCHOOL READINESS

START OF THE YEAR VS. END OF YEAR

<table>
<thead>
<tr>
<th></th>
<th>AFRICAN AMERICAN</th>
<th>ASIAN</th>
<th>LATINO</th>
<th>WHITE</th>
<th>ALL</th>
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<tbody>
<tr>
<td></td>
<td>45%</td>
<td>46%</td>
<td>35%</td>
<td>47%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>76%</td>
<td>88%</td>
<td>86%</td>
<td>86%</td>
<td>84%</td>
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ATTENDANCE

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
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</thead>
<tbody>
<tr>
<td>SATISFACTORY</td>
<td>67%</td>
<td>70%</td>
<td>68%</td>
<td>73%</td>
</tr>
<tr>
<td>AT RISK</td>
<td>12%</td>
<td>20%</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>CHRONICALLY ABSENT</td>
<td>11%</td>
<td>10%</td>
<td>11%</td>
<td>10%</td>
</tr>
</tbody>
</table>
MIDDLE SCHOOL OUTCOMES

READING PROFICIENCY
- Just over half of tested 2nd-5th graders were reading at grade level.
- Latino, Pacific Islander, and African American 2nd-5th graders were least likely to read at grade level.
- Low-income students and students in foster care were far less likely to read at grade level.

PERCENTAGE READING AT GRADE LEVEL

READING PROFICIENCY
- 7th & 8th Grade
- 23% of students scored proficient or above
- Pacific Islander
- 23%
- African American
- 45%
- Latino
- 34%
- Filipino
- 30%
- Native American
- 21%
- Asian
- 45%
- All
- 51%

MATH
- Students took a different type of math assessment this year, aligned with the Common Core Standards, and only 34% of students scored proficient or above.
- Students of color were much less likely to be proficient in math.
- Low-income students also had lower than average math proficiency, as well as students in foster care and English learners.

SUSPENSIONS
- African American male students were 13 times more likely than White males to be suspended.

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SUSPENSIONS HAVE GONE DOWN 29%

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The high school exit exam was based on standards below the 10th grade level, so students who cannot pass it in 10th are not on target to graduate. The 12th grade pass rate is much higher, but students who have dropped out by 12th would not be reflected in that rate (making it look artificially high).

African American students were least likely to pass the high school exit exam in 10th grade.

Asian students were more likely than average to pass the math component of the exit exam in 10th grade.

African American students were least likely to pass the CAHSEE ELA and Math in 10th grade.
REQUIRED COURSEWORK FOR ELIGIBILITY TO STATE UNIVERSITIES (A-G)

- Only 3 of 10 African American and 5 of 10 Latino students completed requirements making them eligible for state university.
- 8 of 10 White and 6 of 10 Asian students completed the requirements.

AFRICAN AMERICAN 29%
ASIAN 65%
LATINO 54%
WHITE 80%
ALL 50%

GRADUATION

- The overall graduation rate of students in Oakland public schools has decreased slightly.
- Disparities by race/ethnicity and English fluency remain.

GRADUATED IN 4 YEARS 69%

49% FAFSA SUBMISSION RATE
69% COHORT GRADUATION RATE

COLLEGE OUTCOMES

- While 69% of the class of 2014 graduated, only 50% of twelfth graders applied for financial aid to college.
Focus on getting a **QUALITY PRESCHOOL** experience to more of Oakland’s low-income children.

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.

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

Convene a community conversation, based on data, around differences in **ADMINISTRATIVE STRUCTURES** of schools in Oakland.

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

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.

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

Conduct an analysis of the outcomes of **SPECIAL EDUCATION STUDENTS IN OAKLAND**, taking into account the particular type and severity of disabilities.