

# Setting the Stage: Challenges, Progress, and Opportunities for Improvement in Oakland Unified School District

**April 28, 2011**

**Dr. Arun Ramanathan, Education Trust—West**



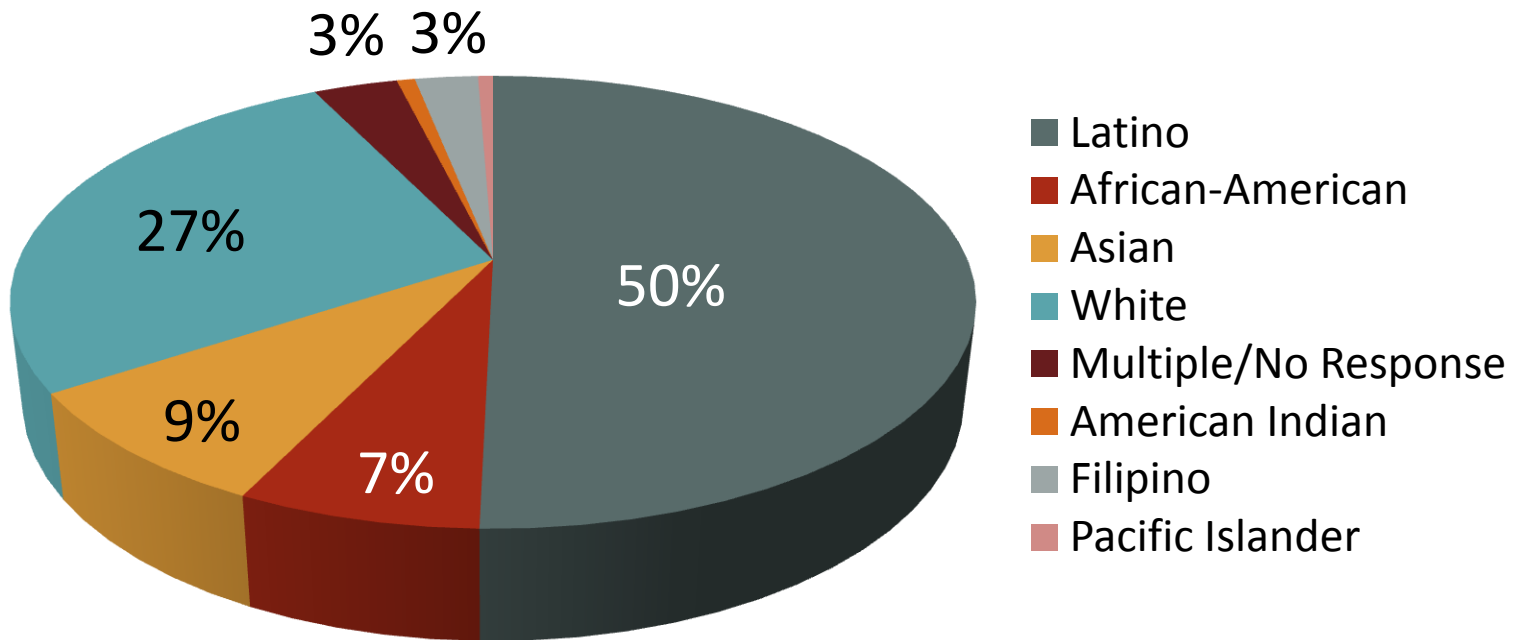
The Education Trust—West

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# Demographics

What is the demographic composition of the state and OUSD?

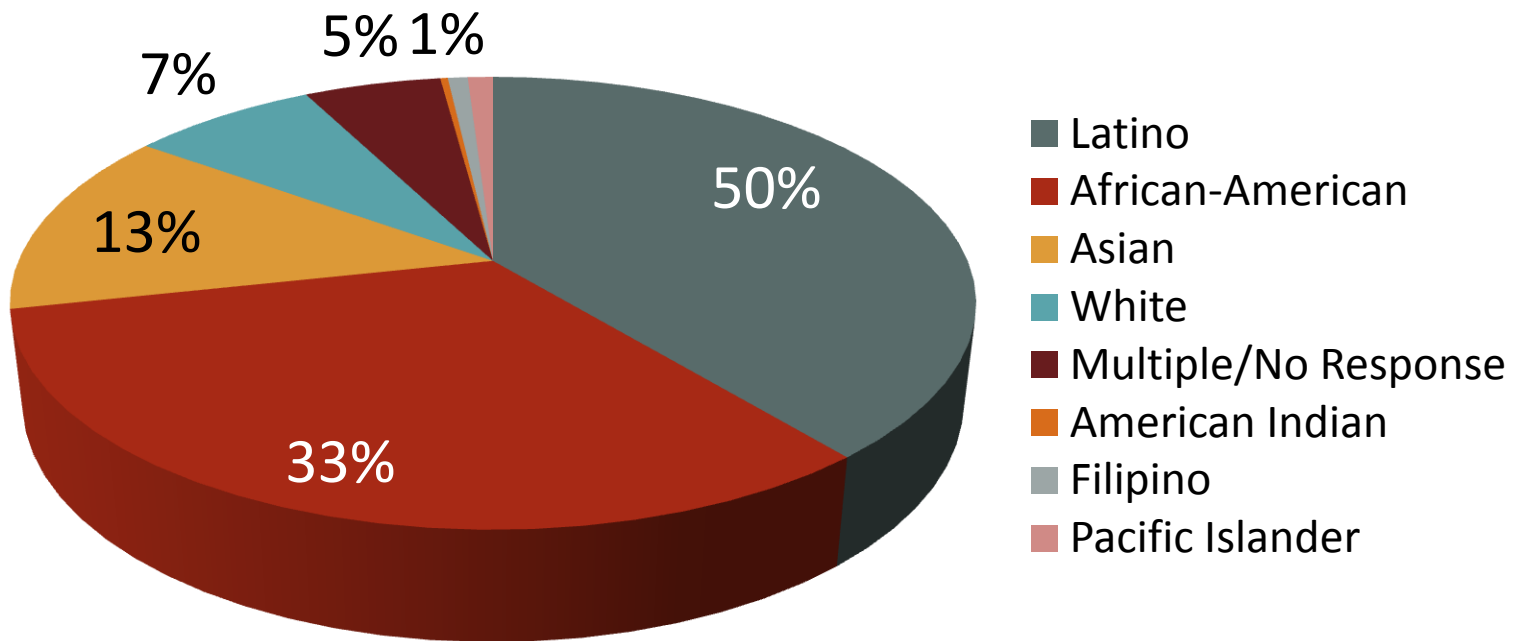
# K-12 Enrollment in California, 2009-10



- 6.2 million students served
- 56% Economically disadvantaged\*

- 1.5 million English learners - More English learners than the entire student populations of 39 states

# K-12 Enrollment in Oakland Unified School District (OUSD), 2009-10



- More than 46,000 students served
- 64% Economically disadvantaged\*

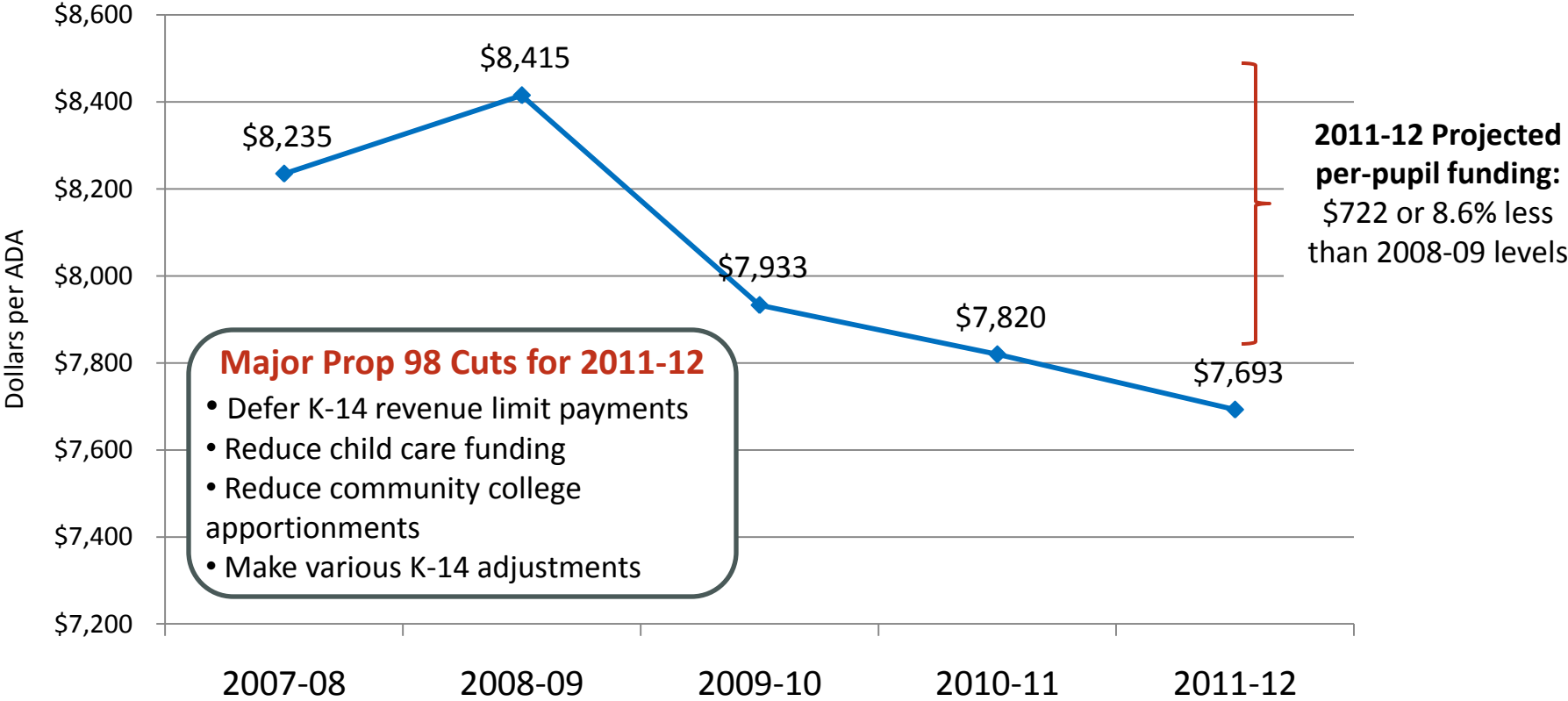
- 19,000 Limited English Proficient (LEP)

# Budget

What are the financial challenges facing the state and OUSD?

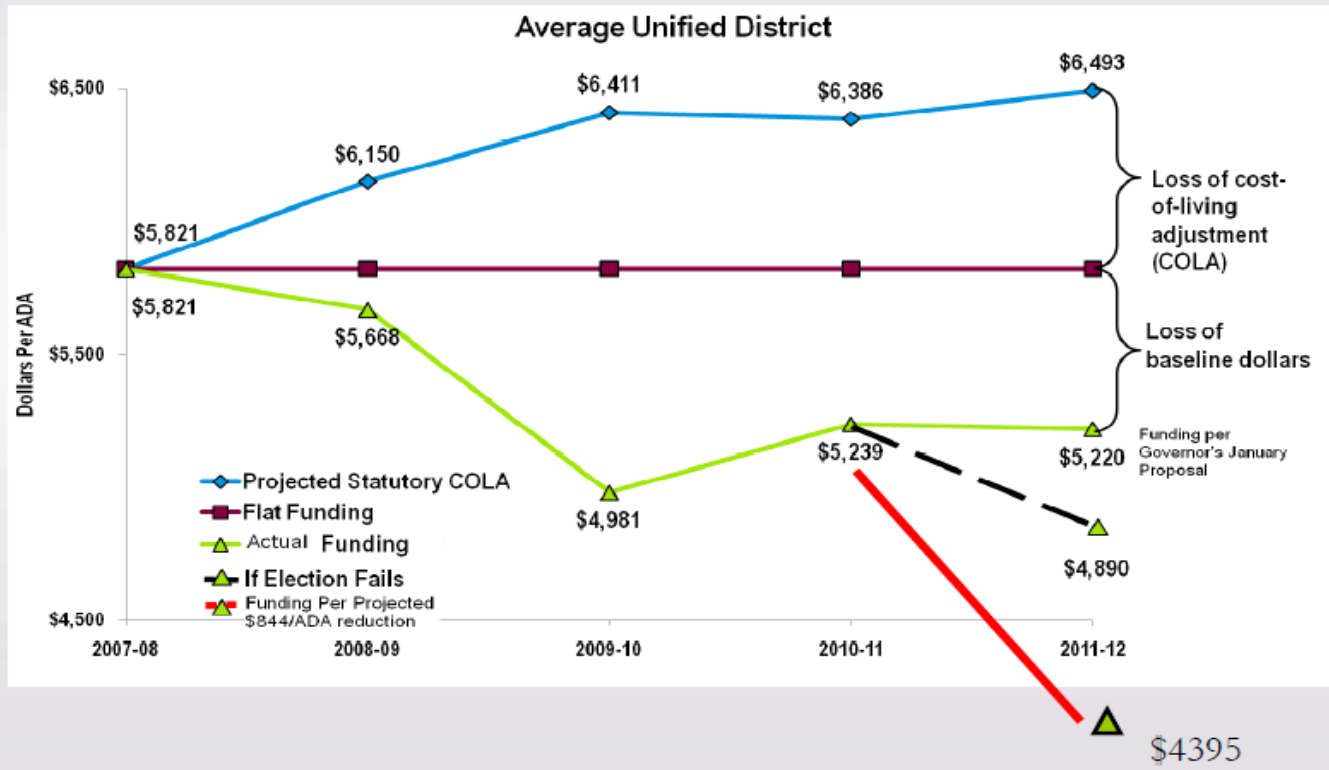
# State Budget Constraints on Education

## K-12 Per-Pupil Funding



# Impact of State Budget on OUSD

## Unrestricted General Fund Budget Development 2011-12 How State Funding Has Changed

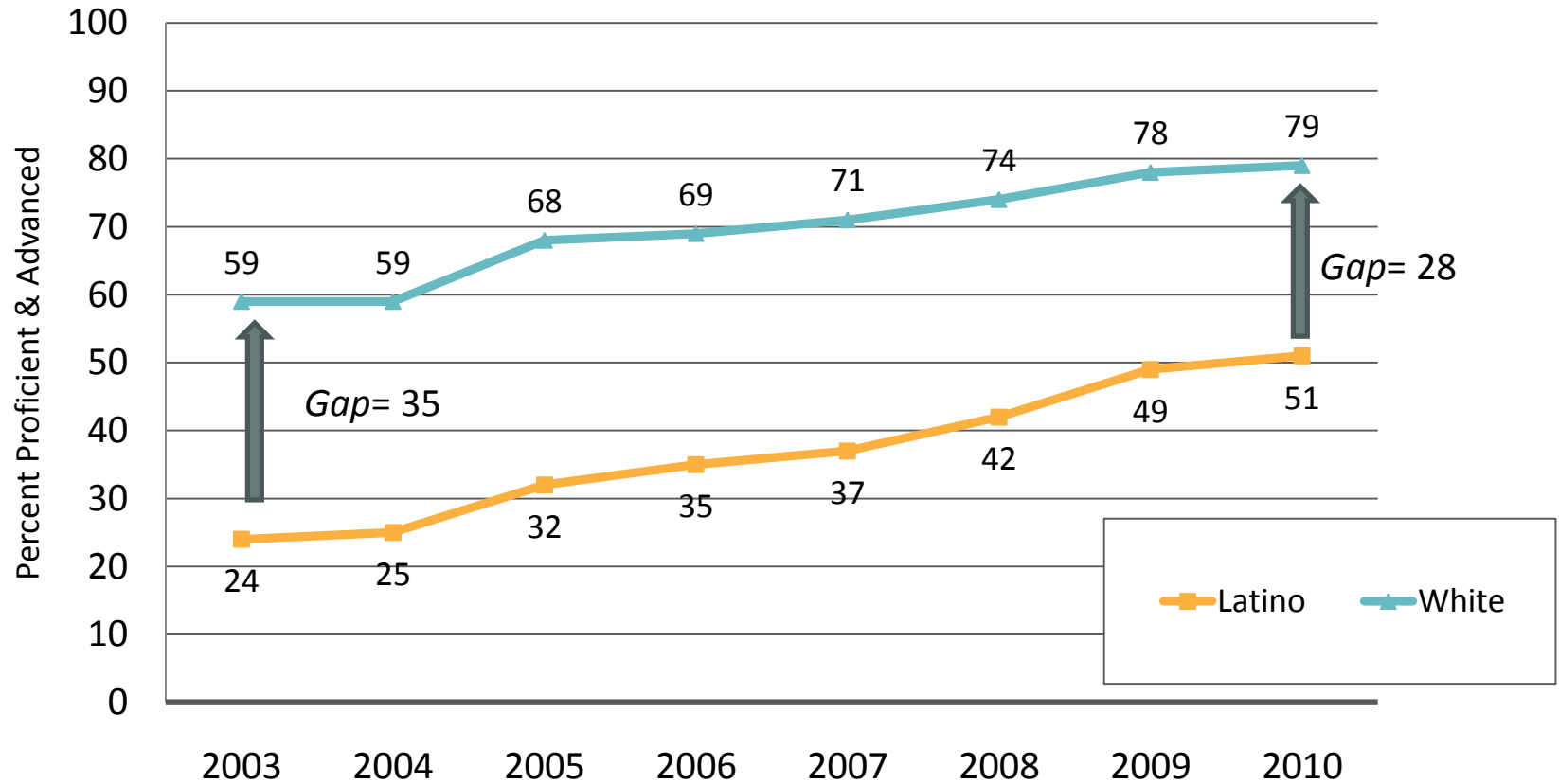


# K-12 EDUCATION PIPELINE

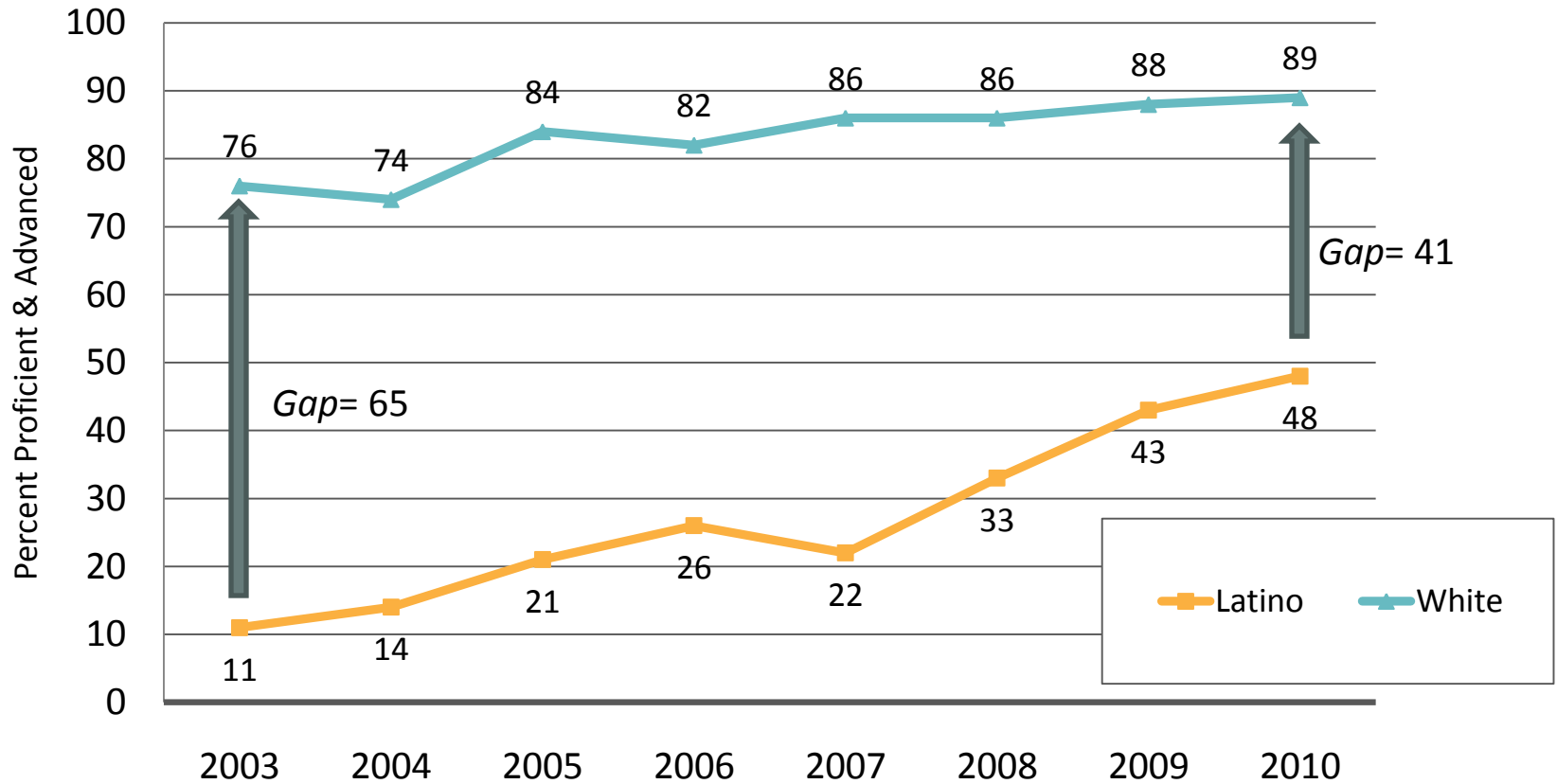
How well does our K-12 college and career pipeline work for students of color in California?



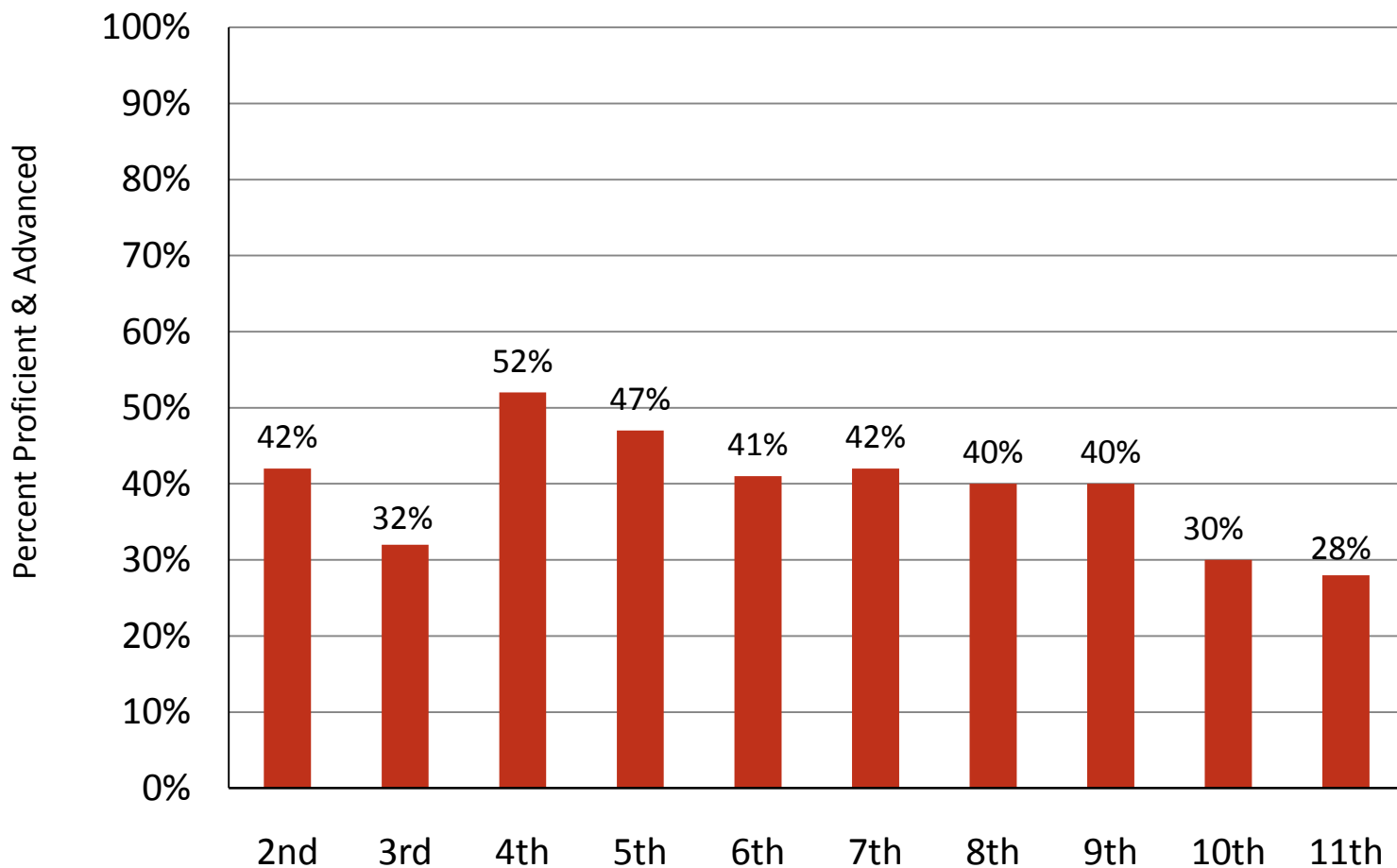
# CST 4<sup>th</sup> Grade English-Language Arts, Latino-White Achievement Gap (Statewide)



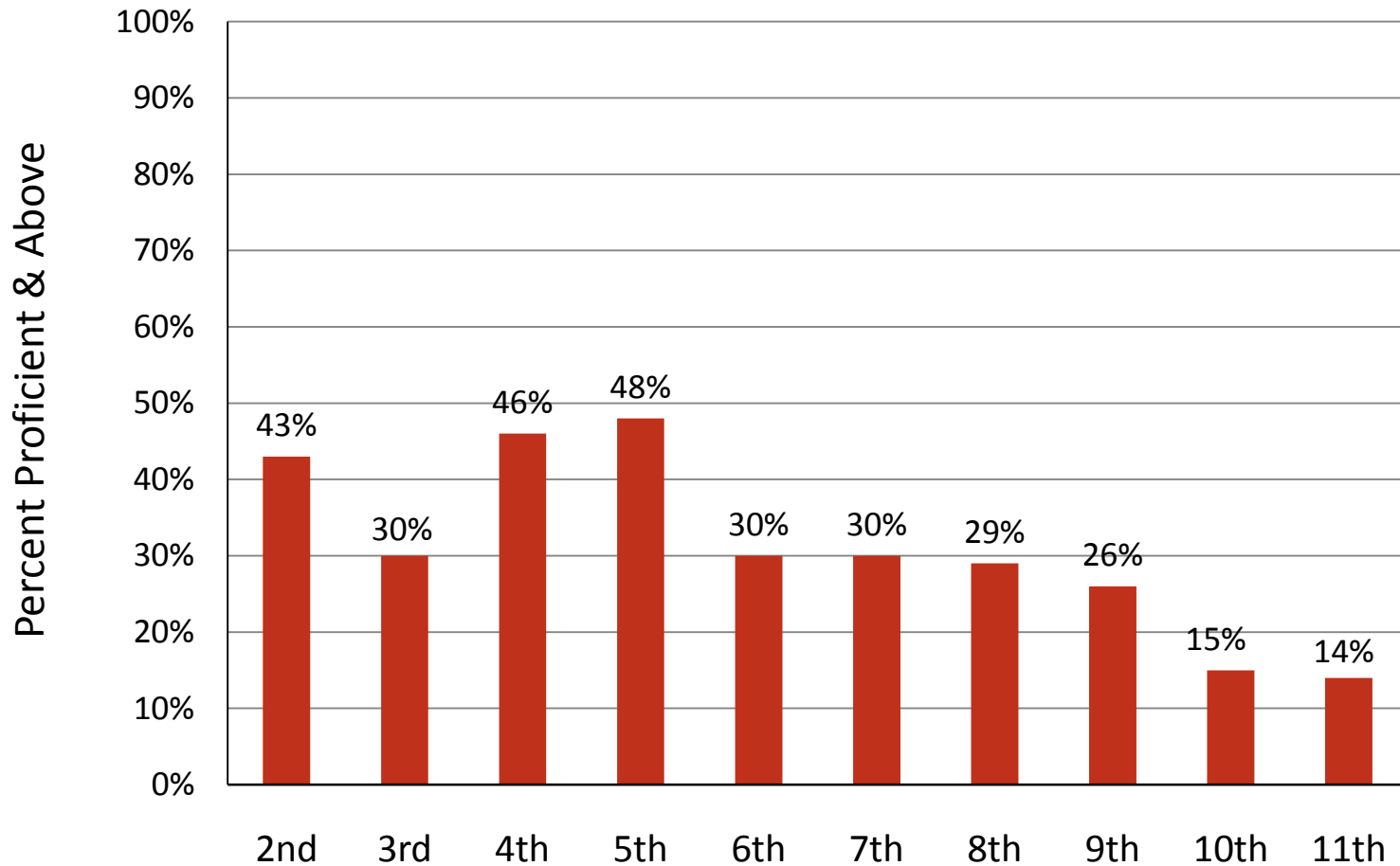
# CST 4<sup>th</sup> Grade English-Language Arts, Latino-White Achievement Gap (OUSD)



# African-American ELA Proficiency (Statewide), by Grade, 2010



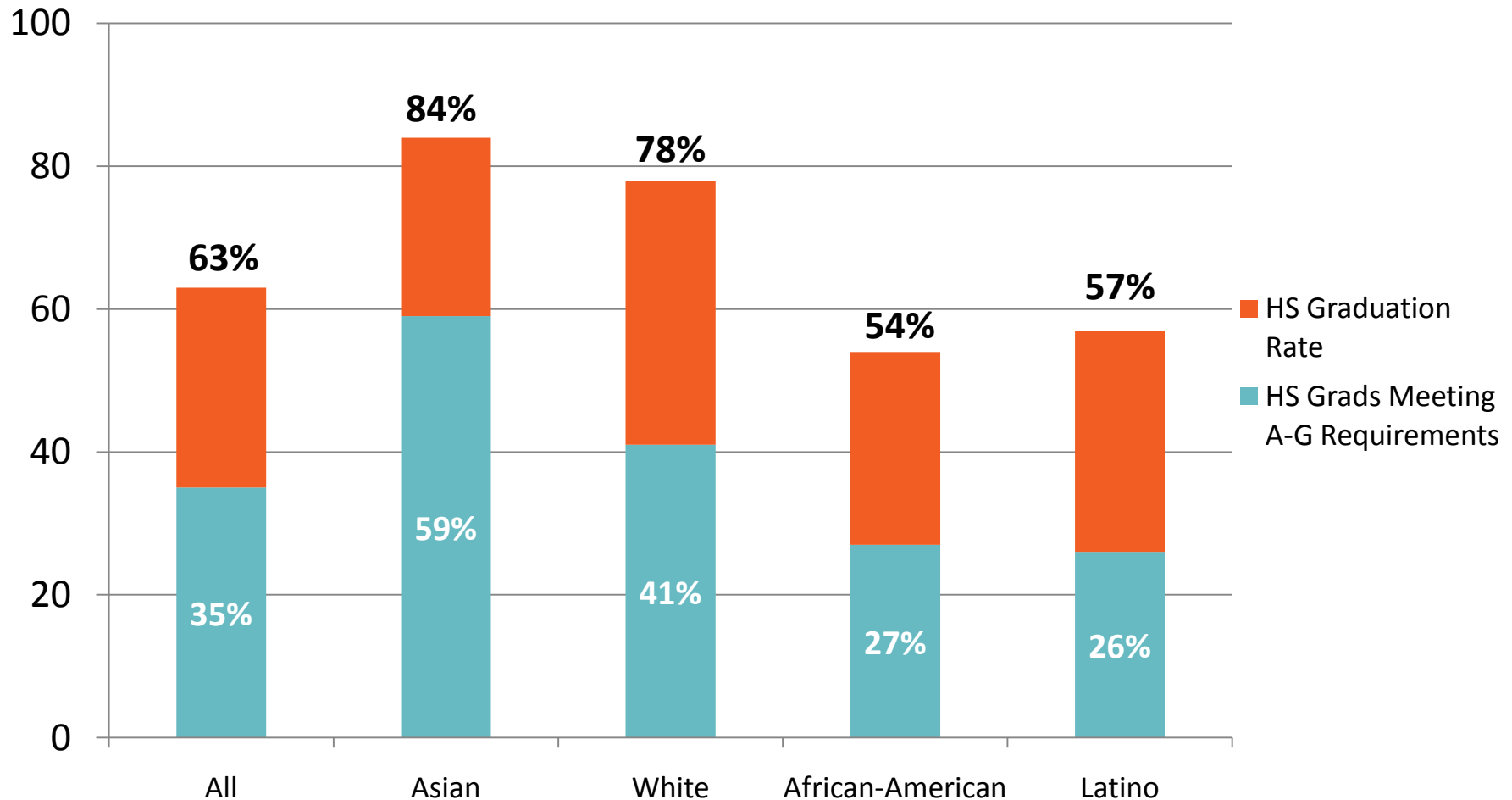
# African-American ELA Proficiency in OUSD, by Grade, 2010



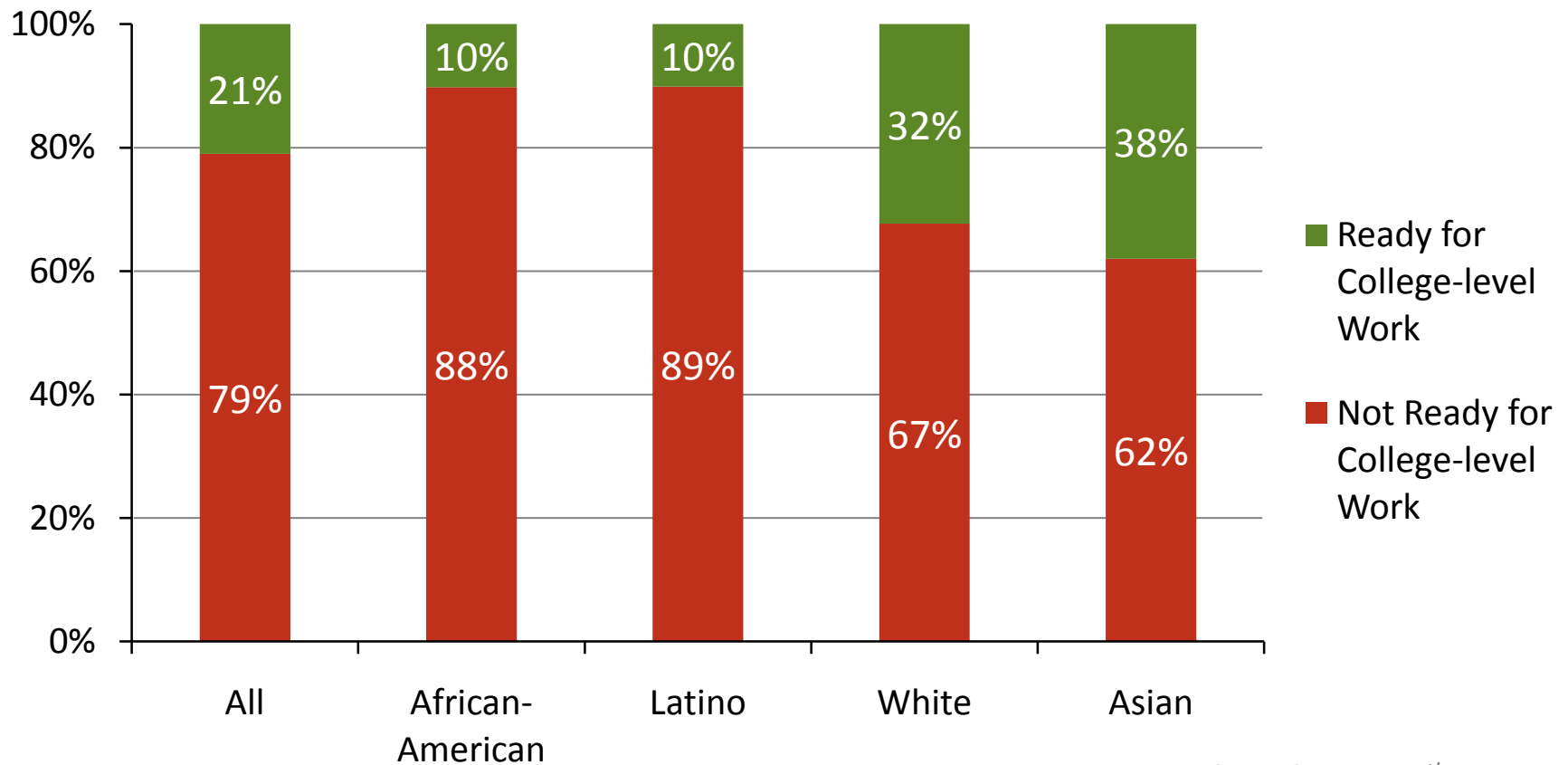
# COLLEGE READINESS

What do we know about how well California's African-American and Latino high school students are prepared for higher education?

# High School Graduates and A-G Graduation Rates by Race/Ethnicity, 2008-09 (Statewide)



# California Early Assessment Program (EAP) English Results by Ethnicity, 2010



*Note: Overall, 84% of California 11<sup>th</sup> graders participated in the 2010 EAP.*

# COLLEGE ACCESS AND SUCCESS

African-American and Latino Access and  
Success Rates in Higher Education



# Eye of the Needle: African-American Students

- In 2008, **17%** of African-American public high school graduates in CA enrolled in a UC or CSU as first-time freshmen.
- African-American students represent a scant **3%** of UC undergraduate enrollment and **6%** of CSU undergraduate enrollment, despite the fact that African Americans represent **8%** of the California population between the ages of 18 and 24.
- College admission is no guarantee of success. Six-year graduation rates for African-American first-time freshman are low, ranging from **29-33%** percent in the CSU system and **70-73%** in the UC system (depending on the source).

# Eye of the Needle





## Latino Students

- In 2008, **14%** of Latino public high school graduates in CA enrolled in a UC or CSU as first-time freshmen.
  - The more than 43,000 Latino dropouts significantly outnumbered the 32,000 who were eligible to apply to a UC/CSU.
- Latino students represent only **16%** of UC undergraduate enrollment and **25%** of CSU undergraduate enrollment, despite the fact that Latinos represent **45%** percent of the California population between the ages of 18 and 24.
- College admission is no guarantee of success. Six-year graduation rates for Latino first-time freshman range from **41%** in the CSU system to in the **72%** in the UC system.

# New Resource from ETW

Report Cards: How Low-income, African-American, and Latino Students Fare in California School Districts

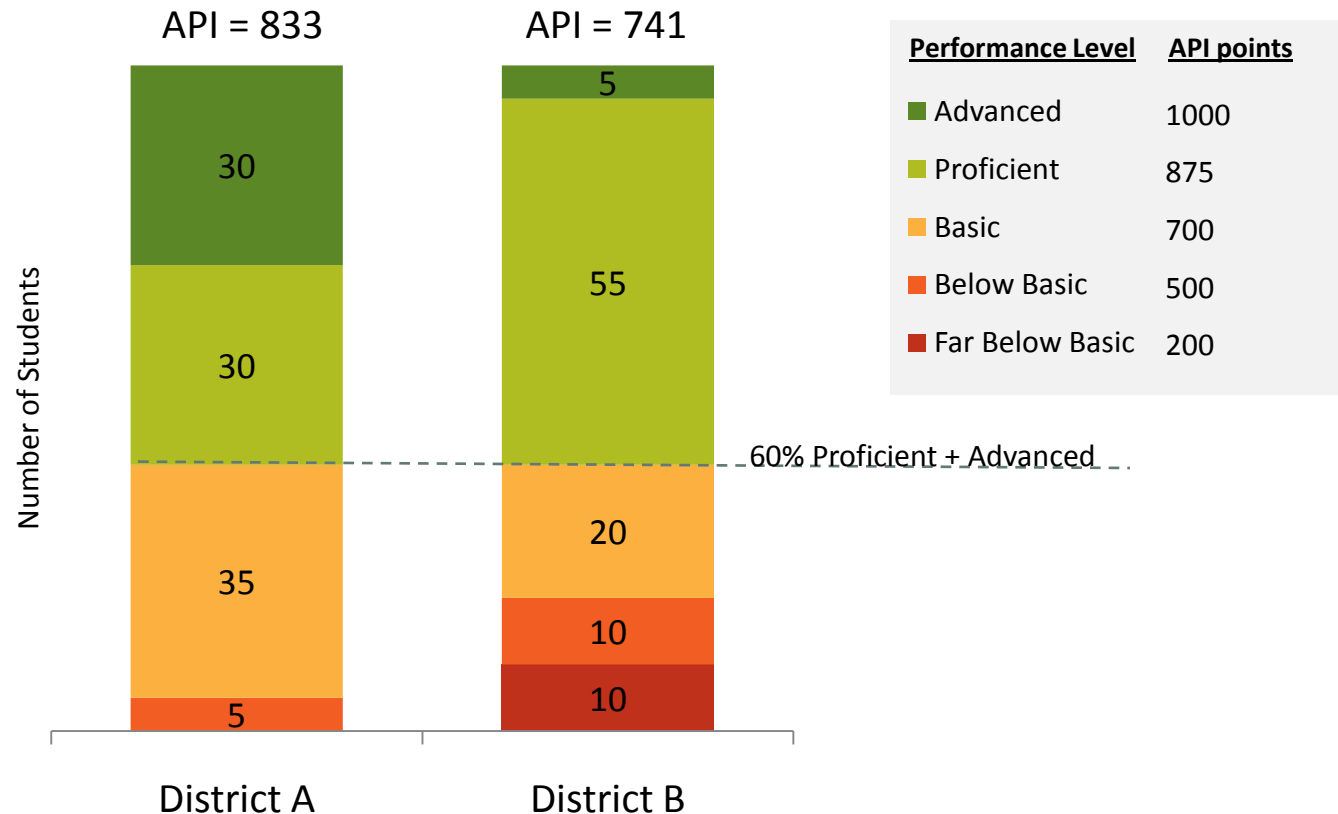
# New ETW Report and Website: *California District Report Cards*

	What the indicators tell us about a district	How a district can earn an A
<b>PERFORMANCE</b> 	The <b>PERFORMANCE</b> indicator tells us how well a district’s low-income students and students of color score on state tests, as measured by their respective API scores.	The district must meet or exceed the statewide target API score of 800 (on a 1,000-point scale).
<b>IMPROVEMENT</b> 	The <b>IMPROVEMENT</b> indicator tells us how much a district’s low-income students and students of color have improved over a 5-year period.	The district must have gained at least 100 API points – significantly above California’s overall API gain, which was 59 points between 2006 and 2010.
<b>GAPS</b> 	The <b>GAPS</b> indicator tells us how Latino and African-American student achievement compares to white student achievement.	To earn an A, the district must have less than a 30-point gap in achievement between its students of color and white students – something only the top 2 percent of large, unified districts have achieved.
<b>COLLEGE-READY</b> 	The <b>COLLEGE-READINESS</b> indicator tells us how many of the district’s Latino and African-American students are graduating college-ready, as measured by the rate at which they complete A-G coursework.	The district must post an African-American and Latino A-G rate above 45 percent – significantly higher than the state average of 25 percent for these students, but a level reached or exceeded by only 4 percent of districts.

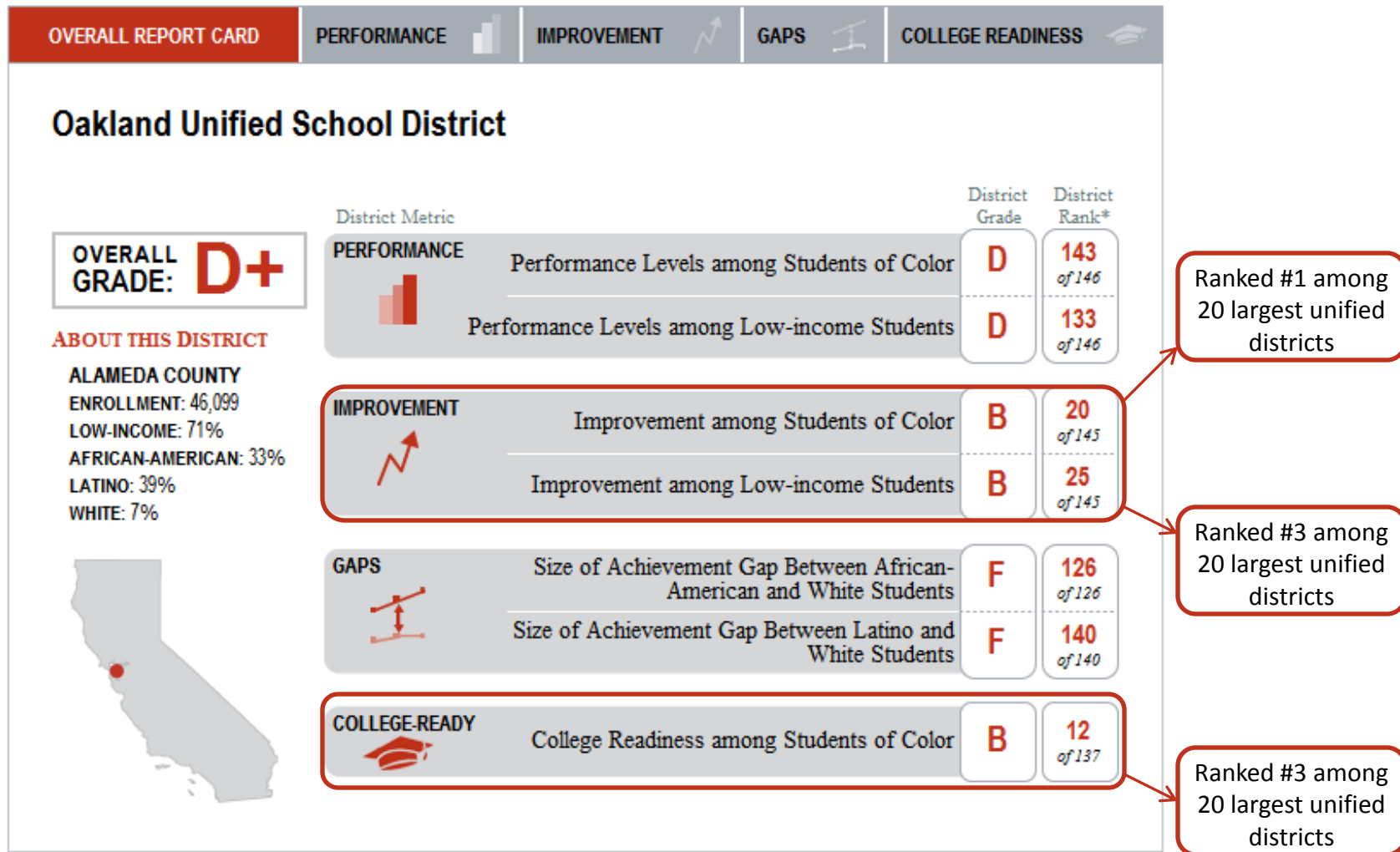
# Why Use the Academic Performance Index (**API**) to Understand School/District Performance

- **API** is a single number on a scale of 200-1000, with 800 being the target
  - Indicates how well districts, schools, and student subgroups performed on standardized tests
- **API** is calculated using scores from CSTs in math, English, science, social science, and CAHSEE

# Two districts with very different API scores but the same hypothetical proficient and advanced rate on a California Standards Test exam



# How does OUSD measure up?



# Performance Indicator

OVERALL REPORT CARD

**PERFORMANCE**

IMPROVEMENT

GAPS

COLLEGE READINESS

## District Performance

### Oakland Unified School District

#### ABOUT THIS DISTRICT

ALAMEDA COUNTY  
 ENROLLMENT: 46,099  
 LOW-INCOME: 71%  
 AFRICAN-AMERICAN: 33%  
 LATINO: 39%  
 WHITE: 7%

#### GRADING SCALE

A = 800+ (statewide target)  
 B = 750-799  
 C = 700-749  
 D = 650-699  
 F = Below 650

District Grade  
 District Rank\*

#### Performance Levels among Students of Color

Weighted Average African-American and Latino API: 670

**D**

**143**  
of 146

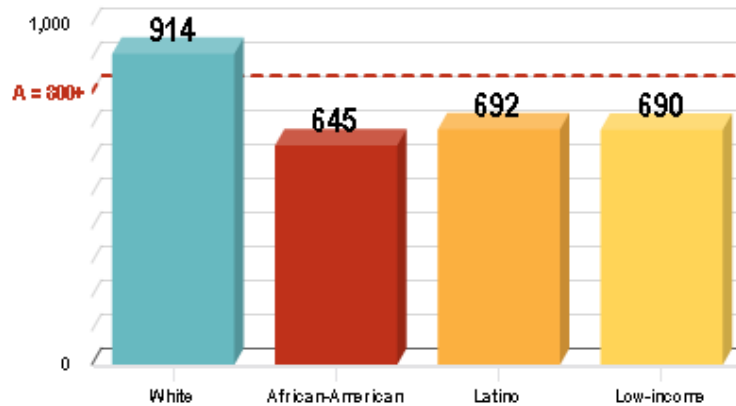
#### Performance Levels among Low-income Students

Low-income Students API: 690

**D**

**133**  
of 146

#### 2010 API Scores





# Improvement Indicator

OVERALL REPORT CARD

PERFORMANCE

**IMPROVEMENT**

GAPS

COLLEGE READINESS

## District Improvement

**Oakland Unified School District**

### ABOUT THIS DISTRICT

**ALAMEDA COUNTY**  
 ENROLLMENT: 46,099  
 LOW-INCOME: 71%  
 AFRICAN-AMERICAN: 33%  
 LATINO: 39%  
 WHITE: 7%

### GRADING SCALE

**A = 100+**  
**B = 75-99**  
**C = 50-74**  
**D = 25-49**  
**F = Below 25**

### Improvement among Students of Color

Five-year Weighted API Growth among African-American and Latino Students: 83

District Grade

**B**

District Rank\*

**20**  
of 143

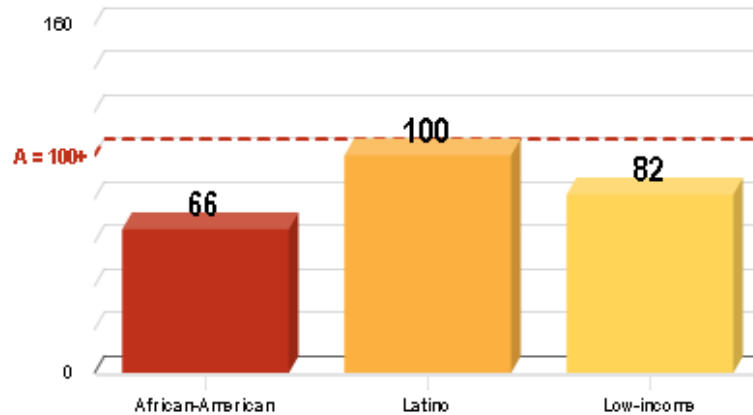
### Improvement among Low-income Students

Five-year API Growth among Low-income Students: 82

**B**

**25**  
of 143

### Sum of Five-Year API Growth (2006-10)



# Achievement Gaps Indicator

## District Achievement Gaps



### Oakland Unified School District

#### ABOUT THIS DISTRICT

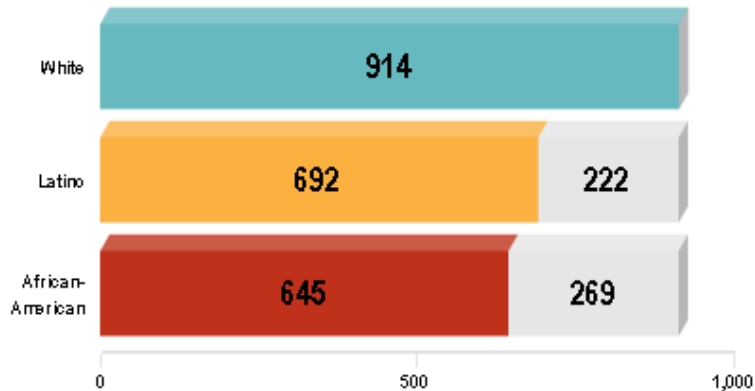
ALAMEDA COUNTY  
 ENROLLMENT: 46,099  
 LOW-INCOME: 71%  
 AFRICAN-AMERICAN: 33%  
 LATINO: 39%  
 WHITE: 7%

#### GRADING SCALE

- A = Less than 30
- B = 31-60
- C = 61-90
- D = 91-120
- F = More than 120

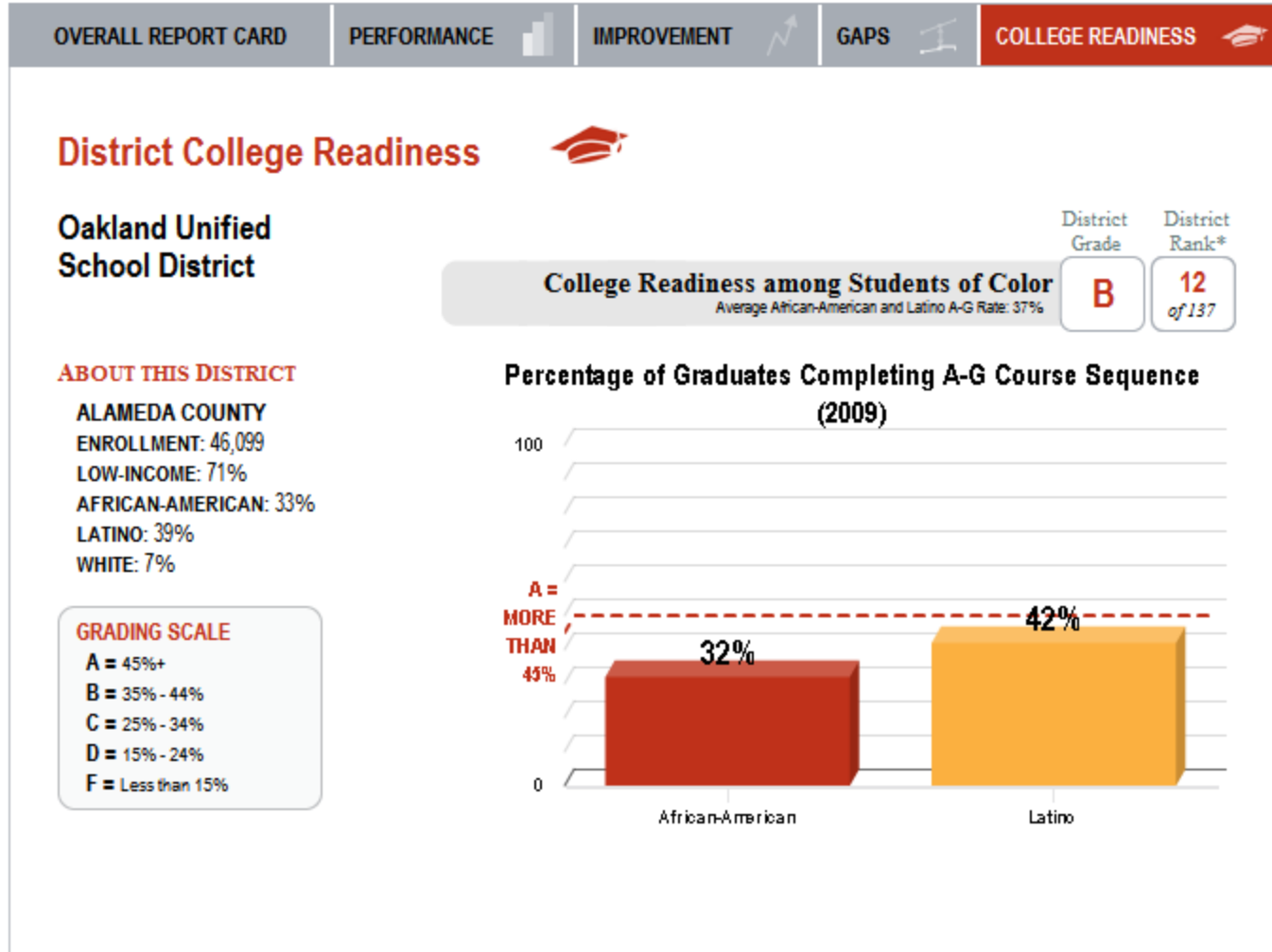
	District Grade	District Rank*
<b>Size of Achievement Gap Between African-American and White Students</b> <small>Gap between African-American and White API: 269</small>	<b>F</b>	<b>126</b> <i>of 126</i>
<b>Size of Achievement Gap Between Latino and White Students</b> <small>Gap between Latino and White API: 222</small>	<b>F</b>	<b>140</b> <i>of 140</i>

2010 API Scores



API SCORE ACHIEVEMENT GAP

# College Readiness Indicator



## Lessons Learned from Three Districts Proving It's Possible: *Sanger, Desert Sands, and Val Verde Unified School Districts*

1. Strong, supportive district-level **leadership** that establishes a **singular focus on excellence** in instruction and **high expectations** for student performance.
2. Culture of **data use** to inform decision-making at district, school, and classroom levels.
3. District leaders direct extra supports, investments, and the very best staff to schools serving **high-need students**.

# Recommendations

For **district leaders and community members**:

1. Establish clear, ambitious goals in a variety of areas, including performance, improvement, gaps, and college readiness.
2. Use the data in this report to help benchmark performance and spur action.

For **state policymakers**:

1. Report data on achievement gaps between groups of students.
2. Calculate district, school, and subgroup improvement scores using student-level longitudinal data.
3. Include a stronger focus on college readiness.

To learn more about how a district measures up and to download a full report, go to: <http://reportcards.edtrustwest.org/>.

