

The Education Trust – West Educational Opportunity Audit Report of Findings

Oakland Unified School District

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The Education Trust

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Some Key Actions Taken by OUSD's School Board

- Engaged ETW to analyze student's educational experiences in OUSD – Educational Opportunity Audit
- Small Schools
- Results Based Budgeting
- Transcript Evaluation Service (TES)

Goal

Committed to eliminating the
achievement and opportunity gaps
among all students

Education Trust – West's Role

- Educational Opportunity Audit
 - Transcript Analysis
 - Other Artifacts
 - Visit High Schools
 - Community Conversation
 - Focus Groups
 - Data Team

Good News!

OUSD Stakeholders agree that all students should be prepared for college and career!

What OUSD Students Are Saying

- We could do more, if more were asked of us
- Some concern about being prepared for college
- All want to go to college
- Counselors – need more; better communication
- All students need information on what it takes to go to college and get the information early (start in middle school)
- Good teachers care and have high expectations of the students, push the students, know that the students can do the work
- Concern about the lack of opportunities to make up credits or for advancement

What OUSD Parents Said

- Mandate that all children entering high school have to be on track with the A-G curriculum, the parents and students sign off, getting information showing how the A-G track works
- Most teachers really want to help their students
- Want improved communication with school and teachers
- Want to increase parental involvement
- Need more and better information about what it takes to get into college
- Rigor is important! Make sure kids are prepared

What OUSD Teachers/Counselors Said

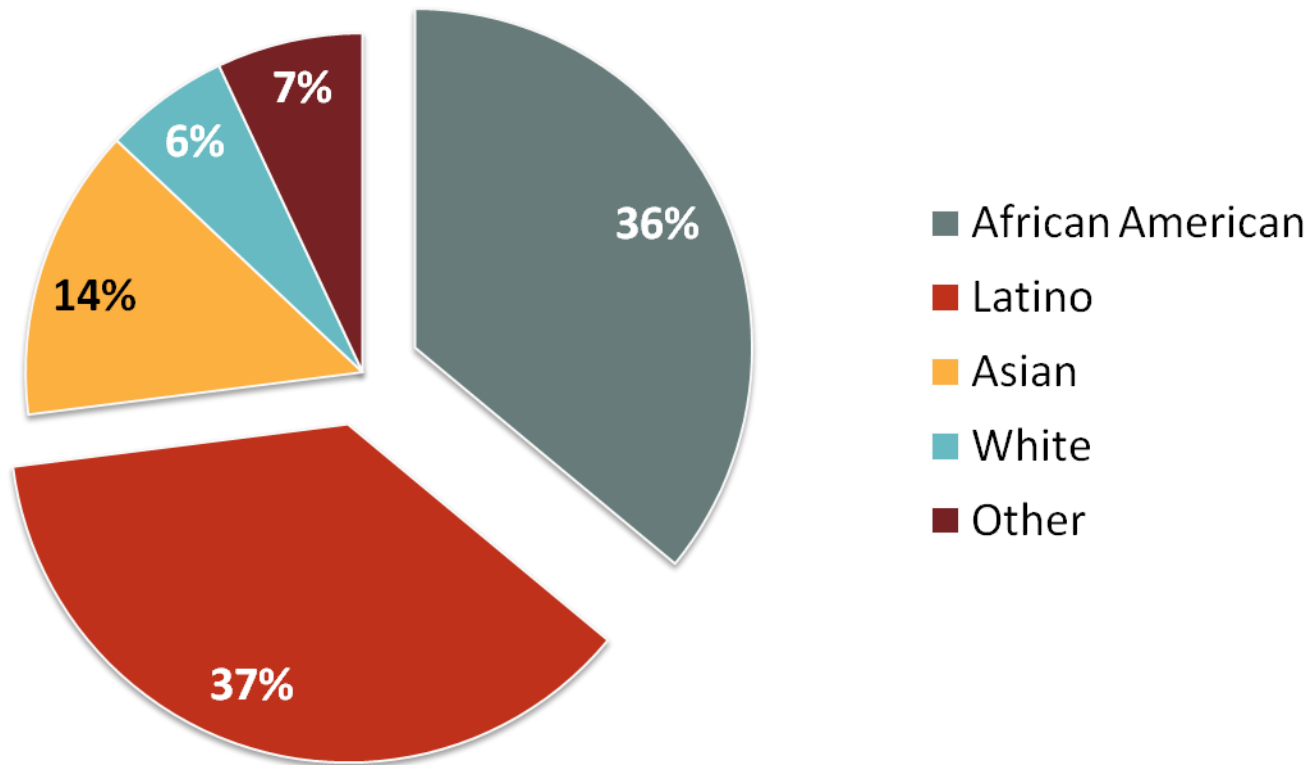
- Most believe students have the ability to go to college
- All students should be exposed to rigorous curriculum
- Teachers have to have consistent and high expectations
- Good blend of students, different ethnic groups, including international diversity
- Good programs, activities, opportunities for students, e.g. Academies, athletics, clubs
- Concern about the lack of skills students enter high school
- Need focused, coherent professional development
- Would like to see more parent and community involvement

Community Conversation

- Work with students to get their voices/input on preparing all students for college and career
- Called for better communication between school/district and students/parents/community
- Provide support for teachers

Where is the District Currently?

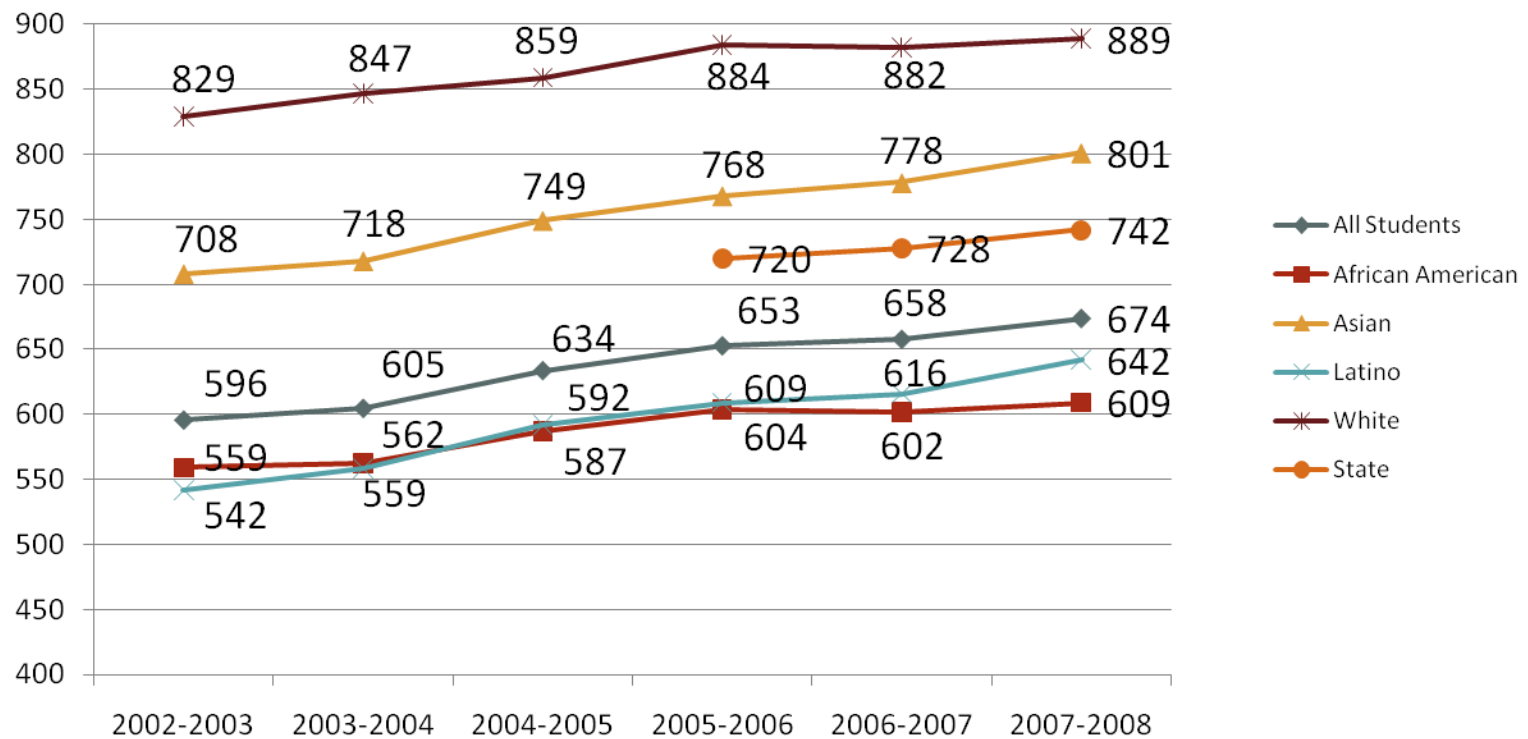
OUSD Enrollment by Ethnicity for 2007-08



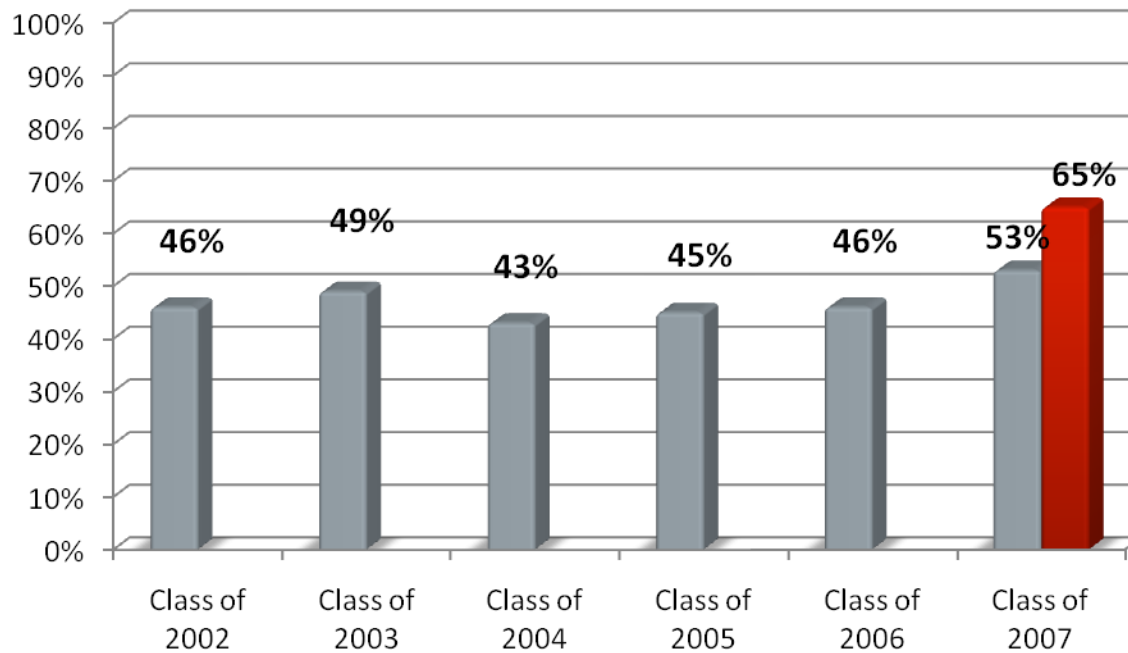
More Accurate Demographic Data is Needed

- Each Ethnic group can be disaggregated
- 41 different languages spoken by OUSD students
- Belief that all students within larger group are performing at the same level
For example: Asian

OUSD Growth API Has Increased for All Student Ethnicity Subgroups

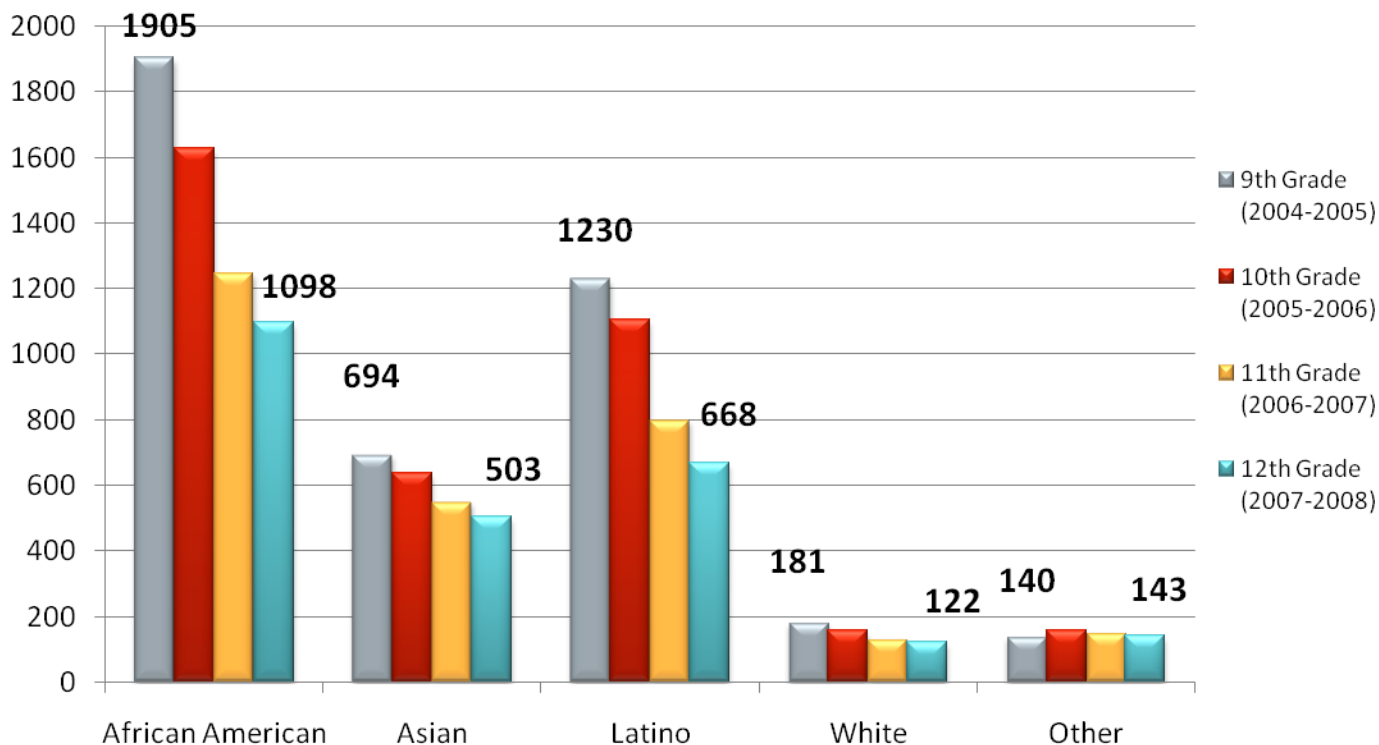


Graduation Rates of OUSD Students Using Manhattan Institute Technology

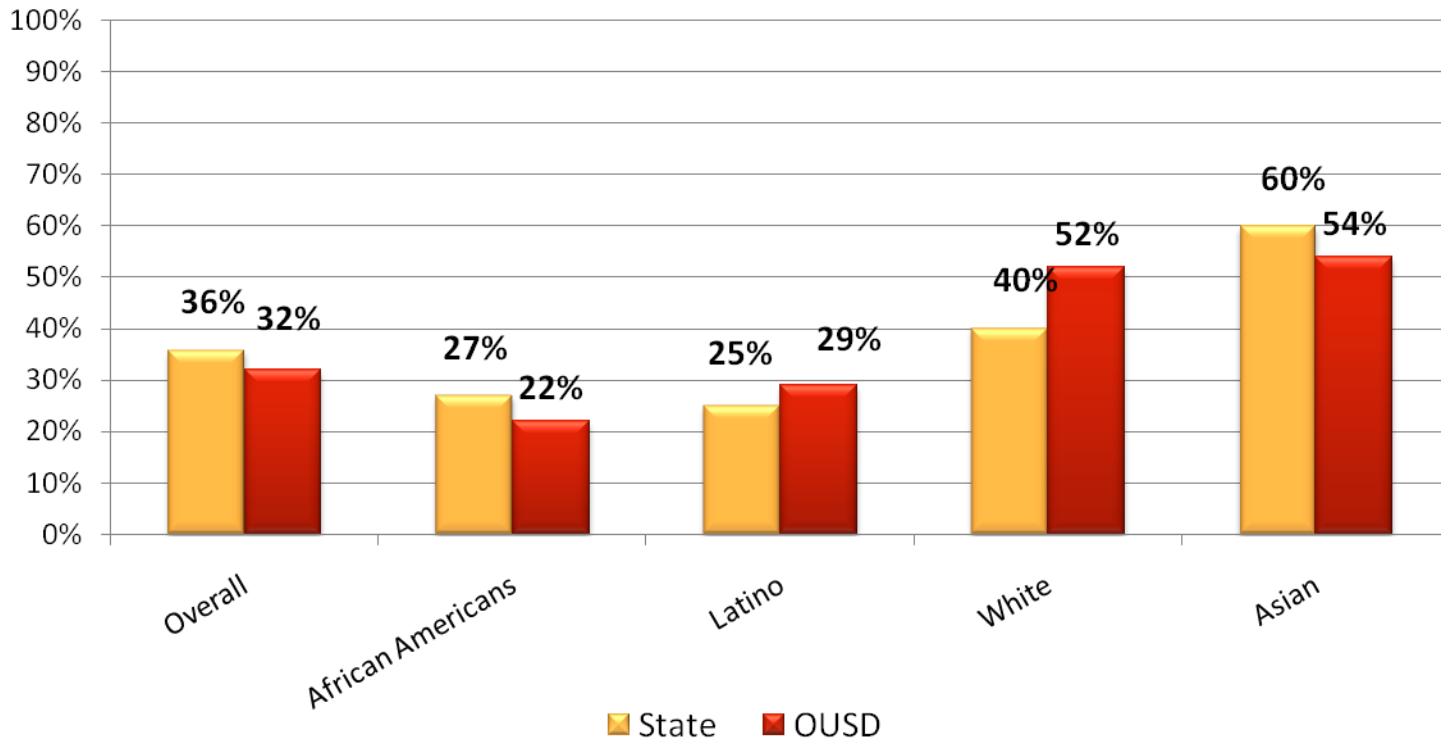


OUSD Class of 2008 – From 9th Grade to 2008 by Ethnicity

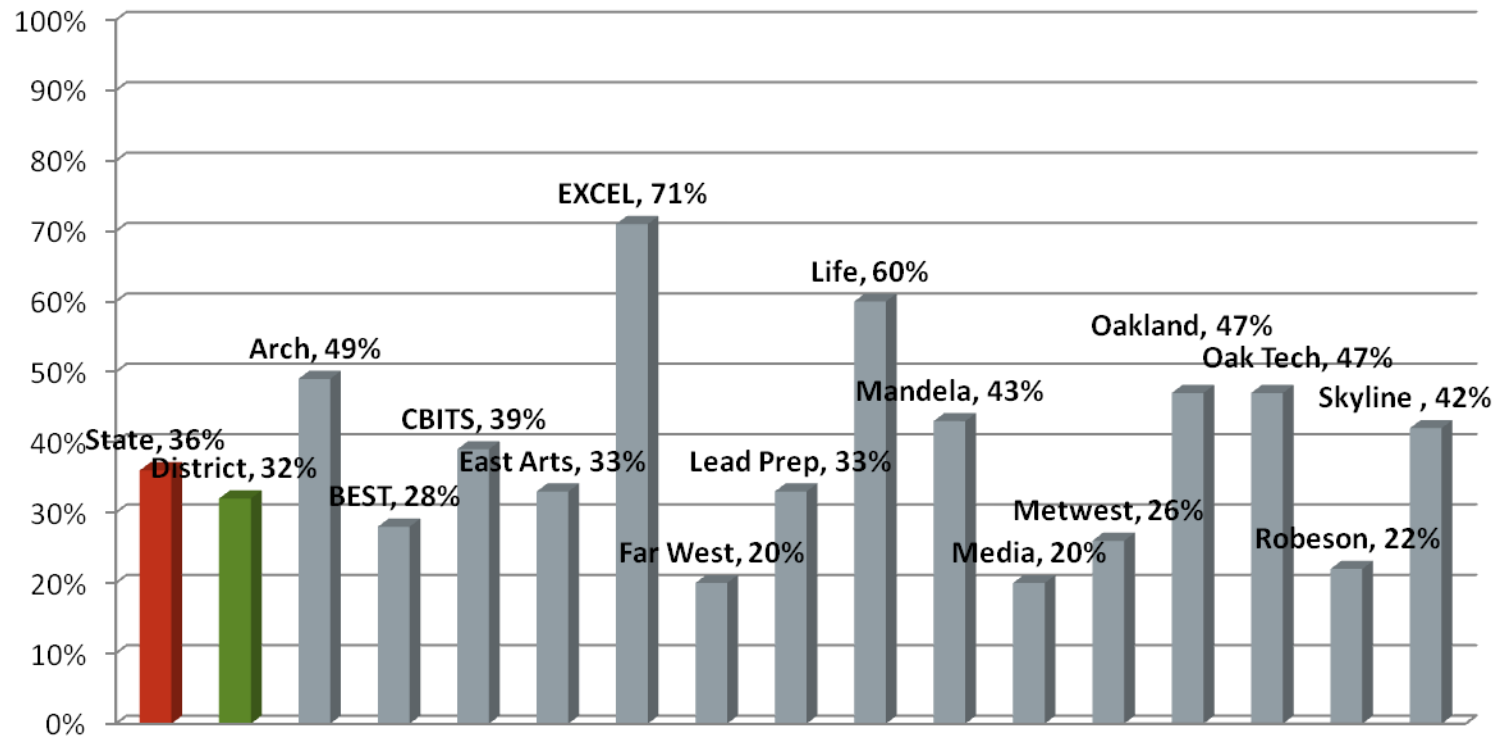
The Loss of Students is Staggering



College-Ready Graduates Among OUSD 2006-07 Seniors by Ethnicity



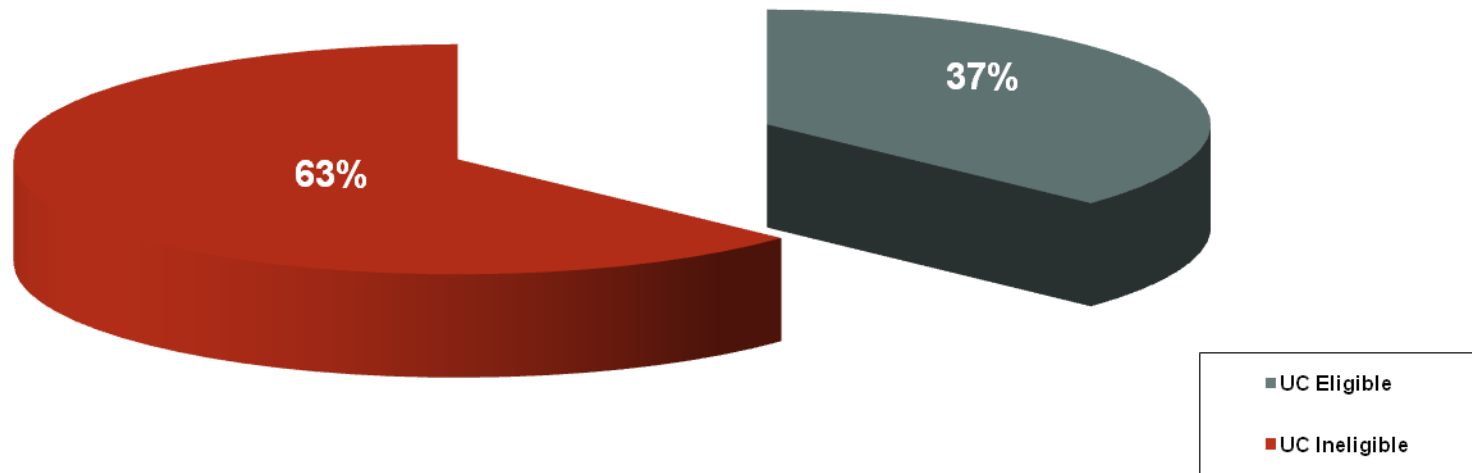
2006-07 Seniors Meeting UC/CSU A-G Requirements by School Which High School a Student Attends Can Make a Difference in Their Future



And the Class of 2008 transcripts tell us...

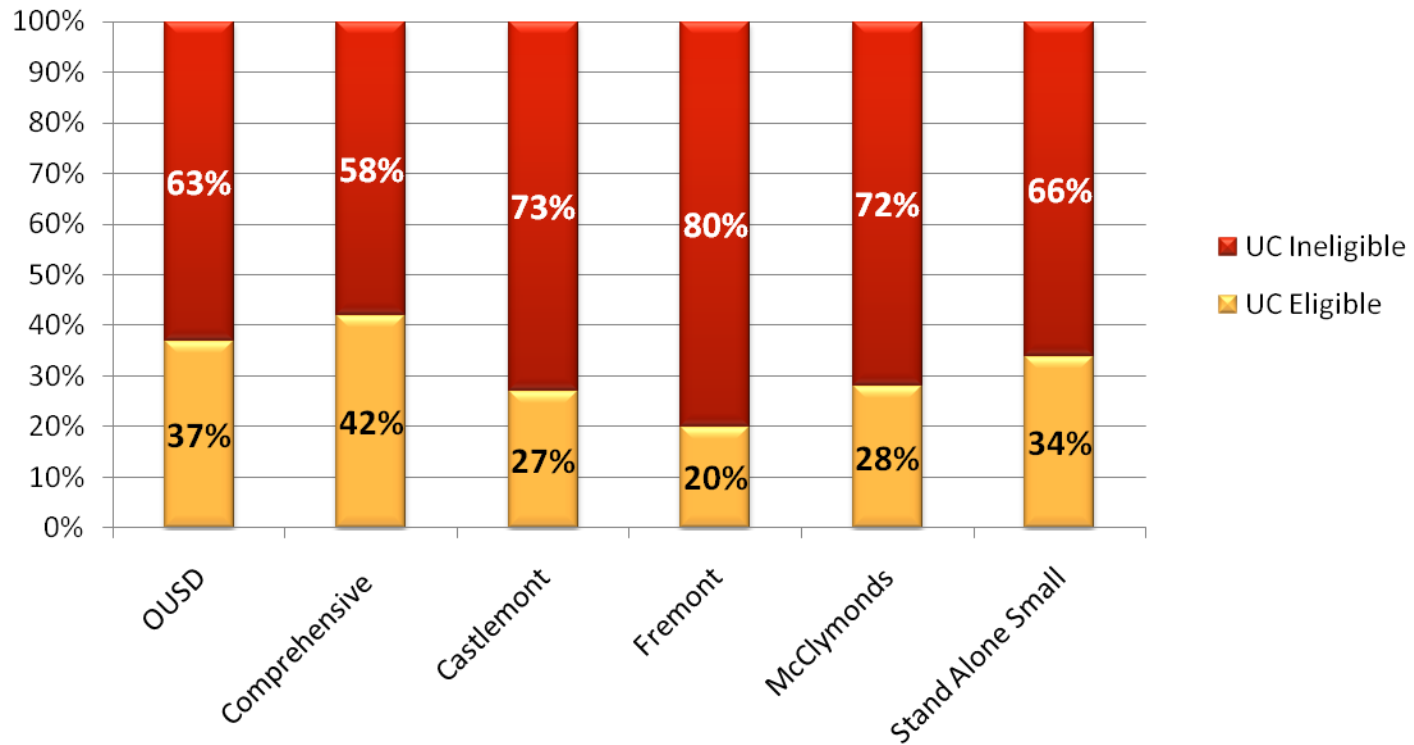
Class of 2008 Projected UC/CSU A-G Eligibility

A Little Over 1/3 of OUSD Seniors are on Track to Meet A-G Requirements for UC/CSU



2007-08 Projected UC Eligibility By School

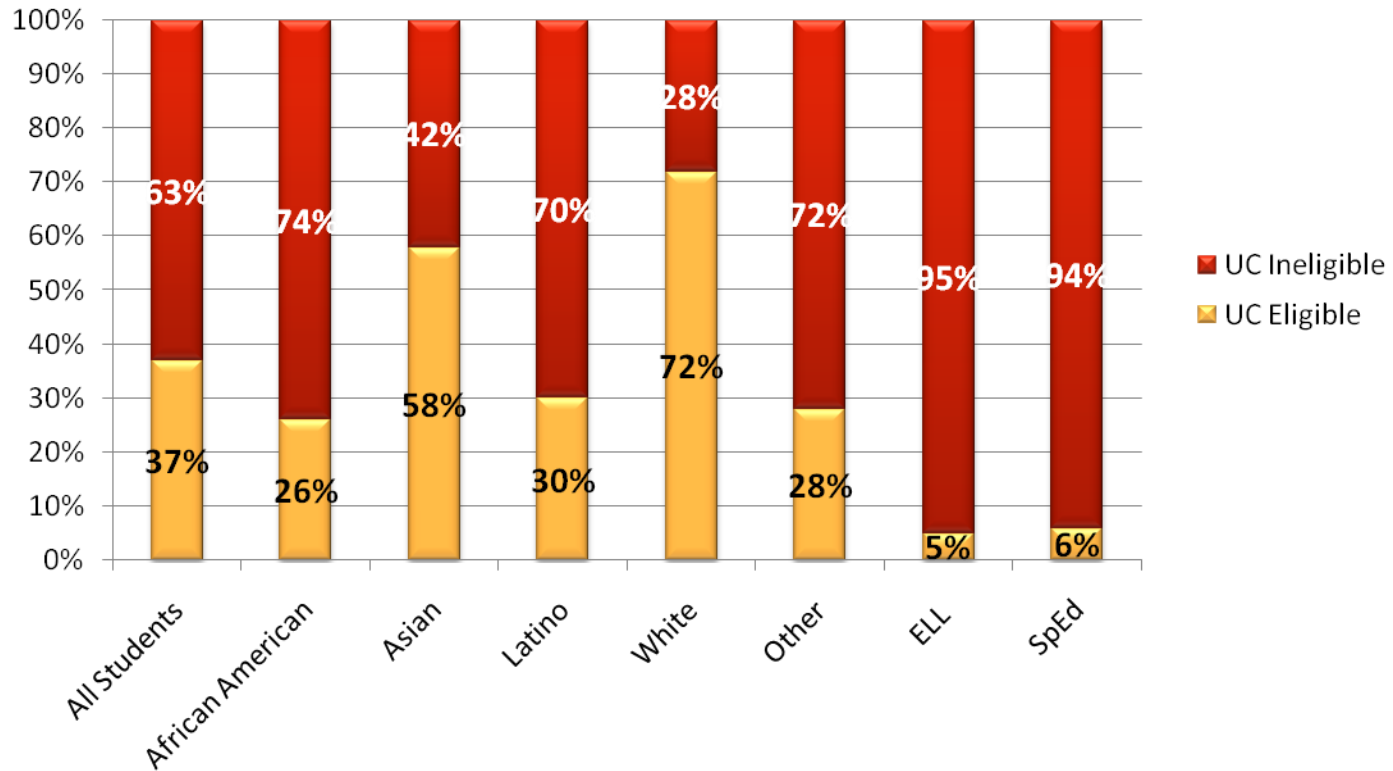
The Percent of Students on Track to Meet A-G Requirements Varies by Type of High School



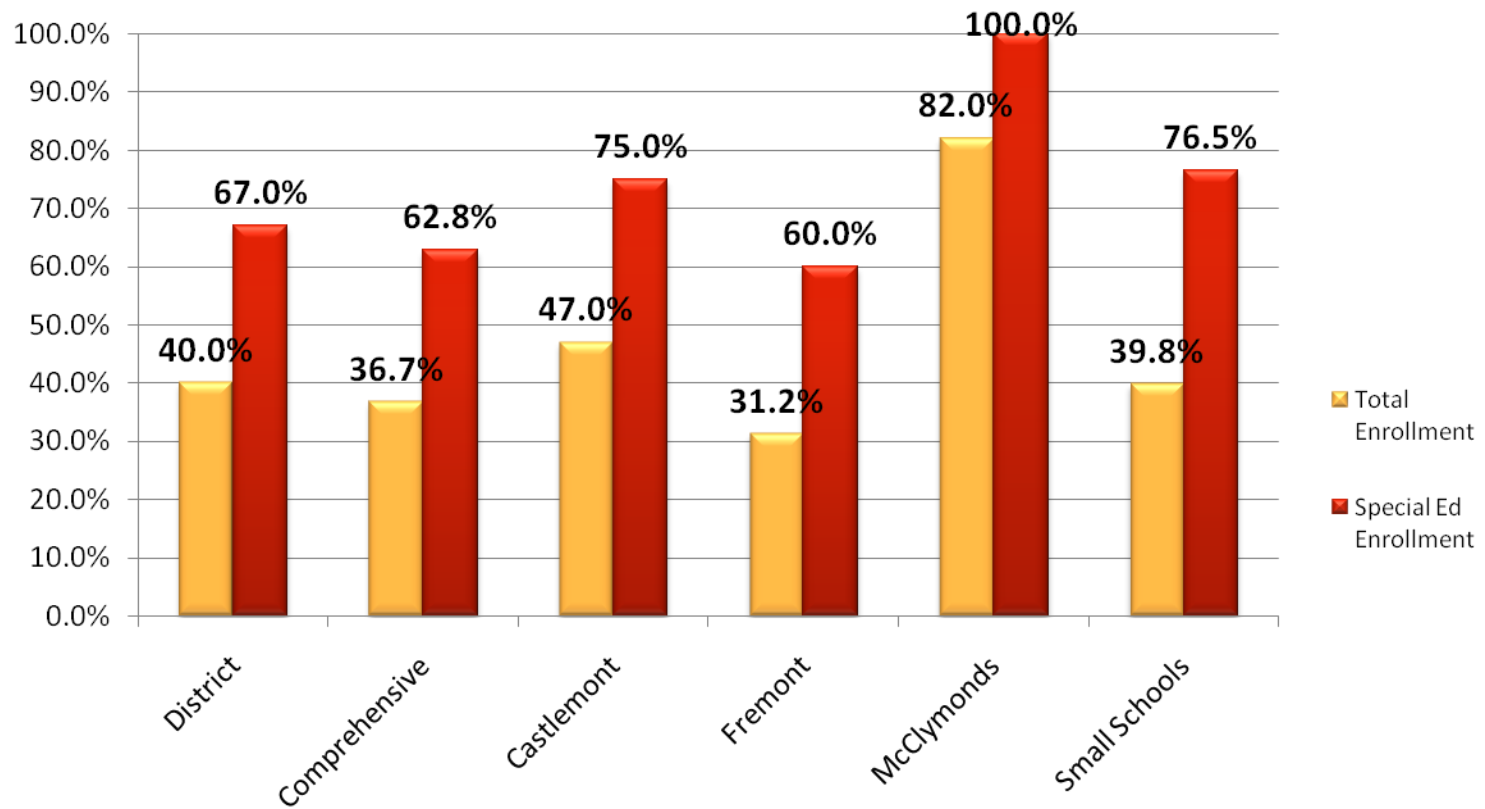
Disaggregated by demographics and
special populations...

OUSD Class of 2008 Projected On Track to Meet UC/CSU A-G Requirements by Sub-Groups

The Gaps are Wide



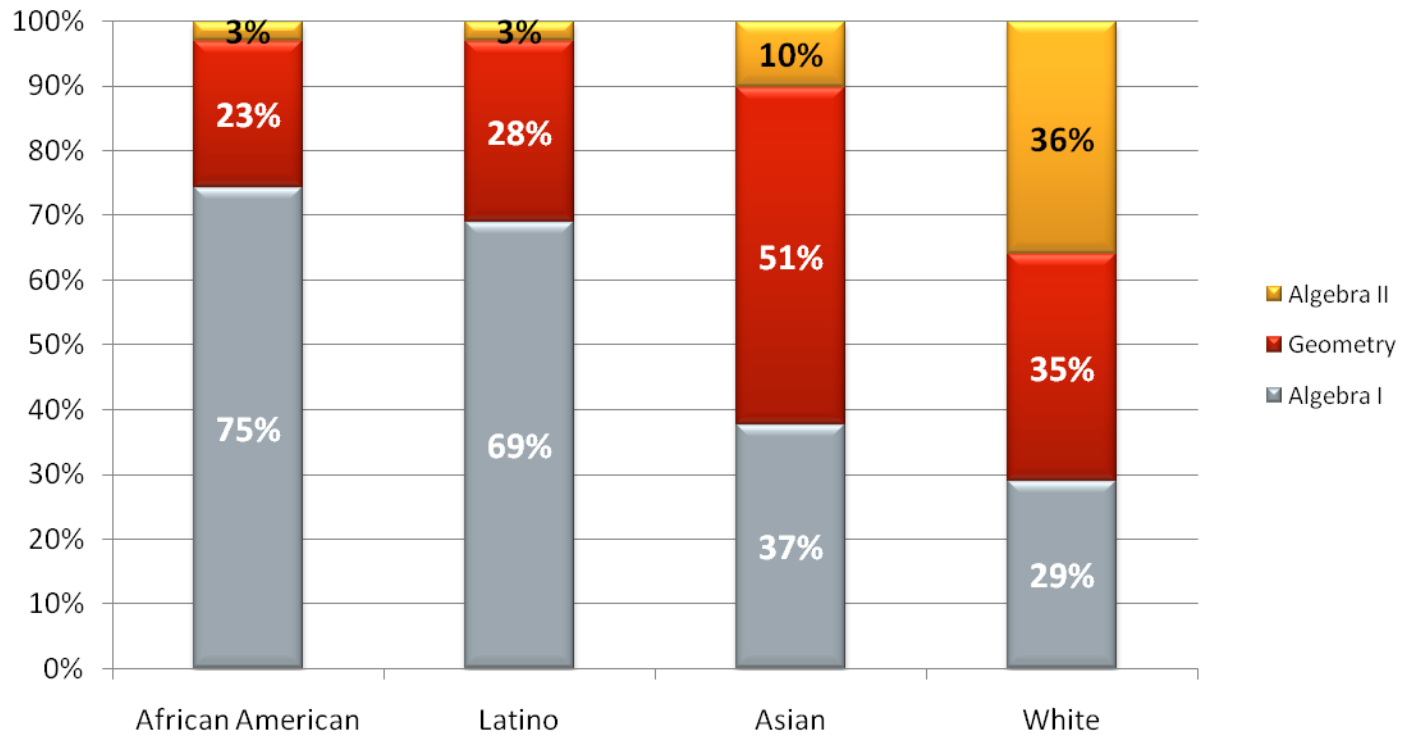
African American 12th Grade Students Are Disproportionately Represented in Special Education



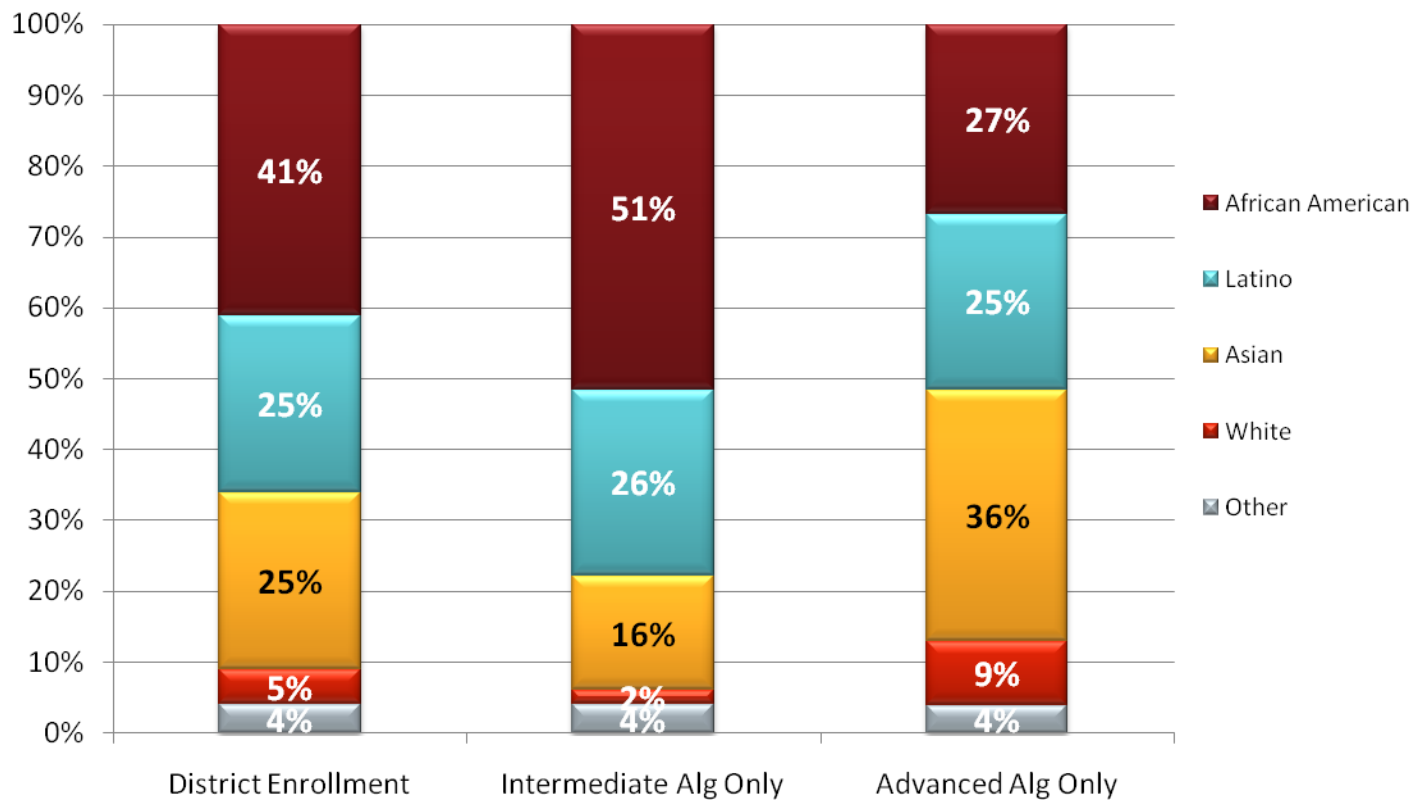
Decisions adults make impact students!

OUSD Class of 2008 – 9th Grade Math Class by Ethnicity

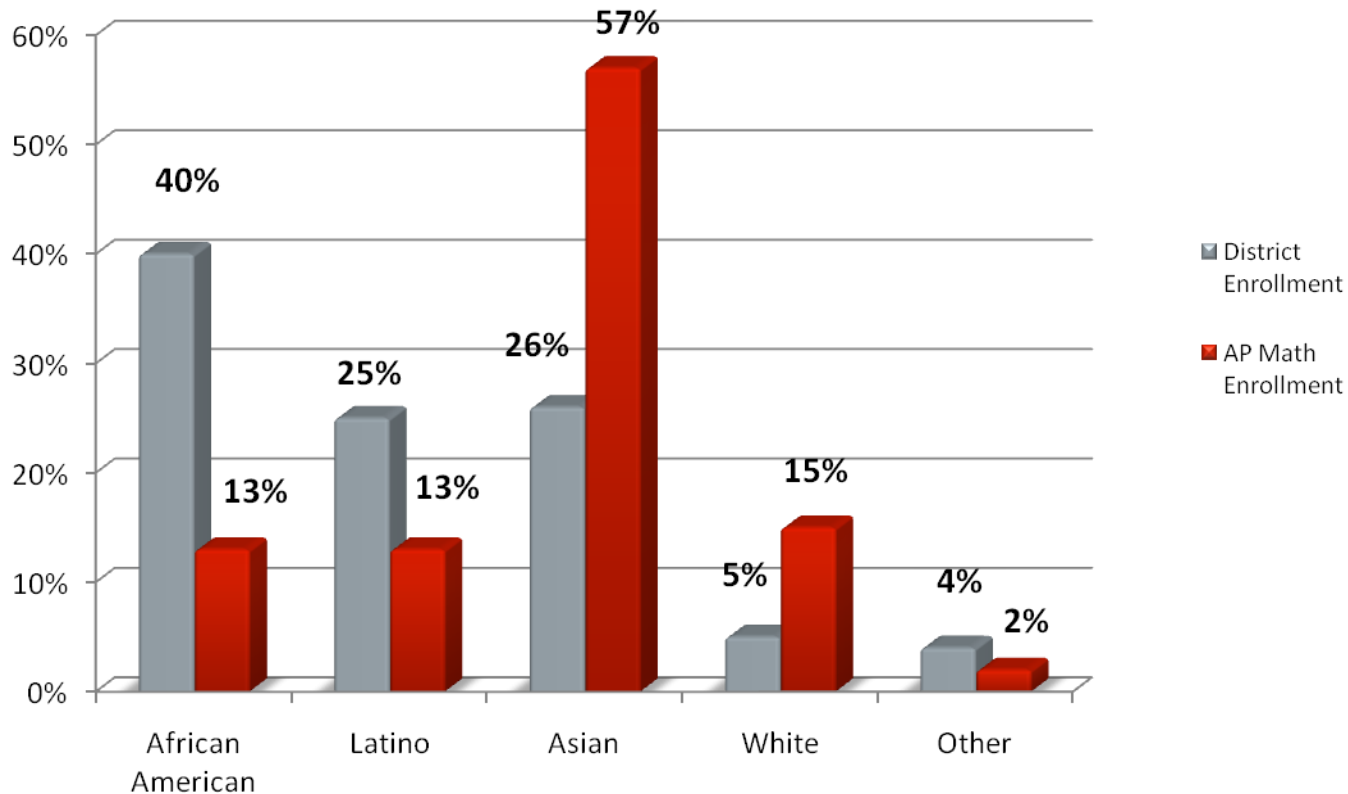
Nearly 2/3 of White, Asian Students are Enrolled in Geometry or Higher in 9th Grade Compared to Over 2/3 of African American and Latino Students Enrolled in Algebra 1



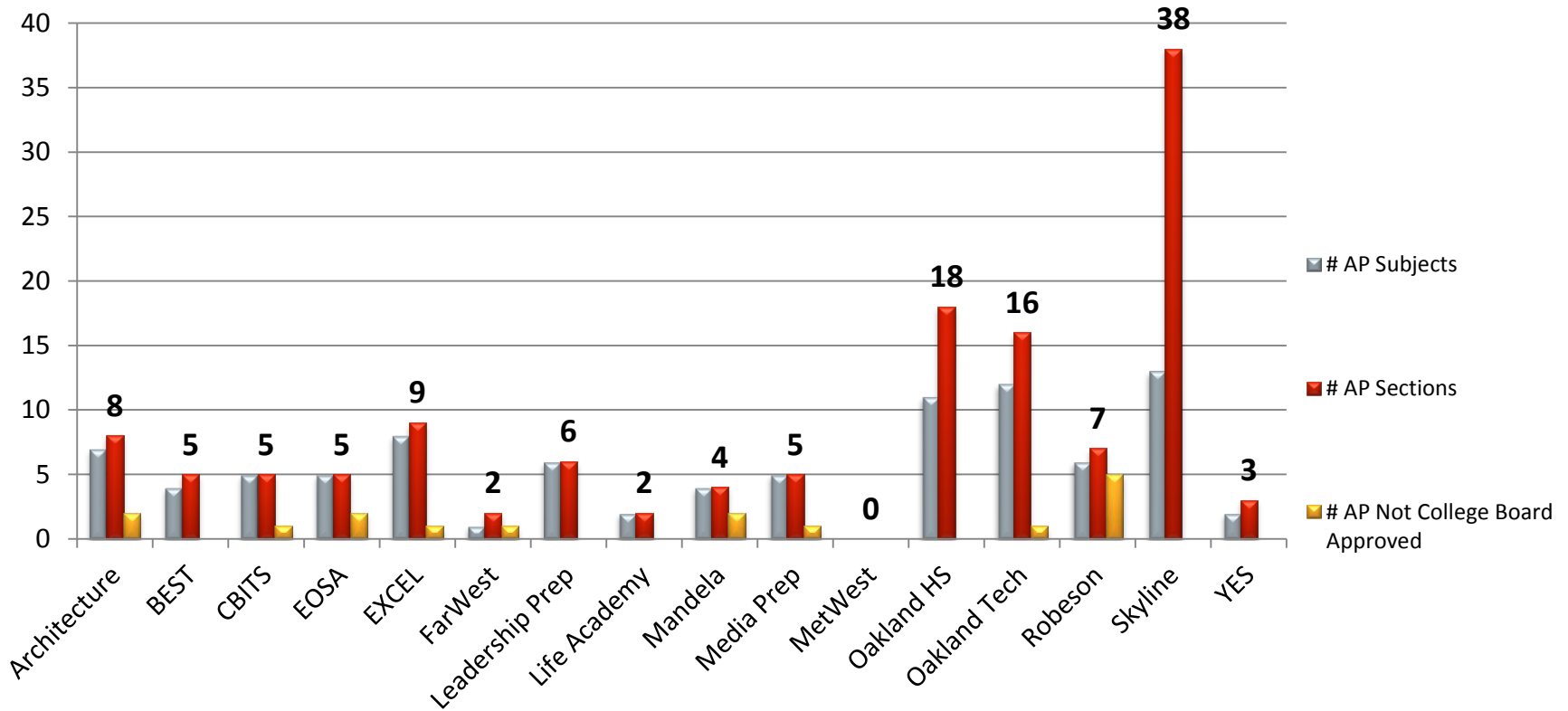
African American and Latino Students Are Not Enrolling in The More Rigorous Advanced Algebra Course



African American and Latino Students are Not Enrolling in Advanced Placement Math

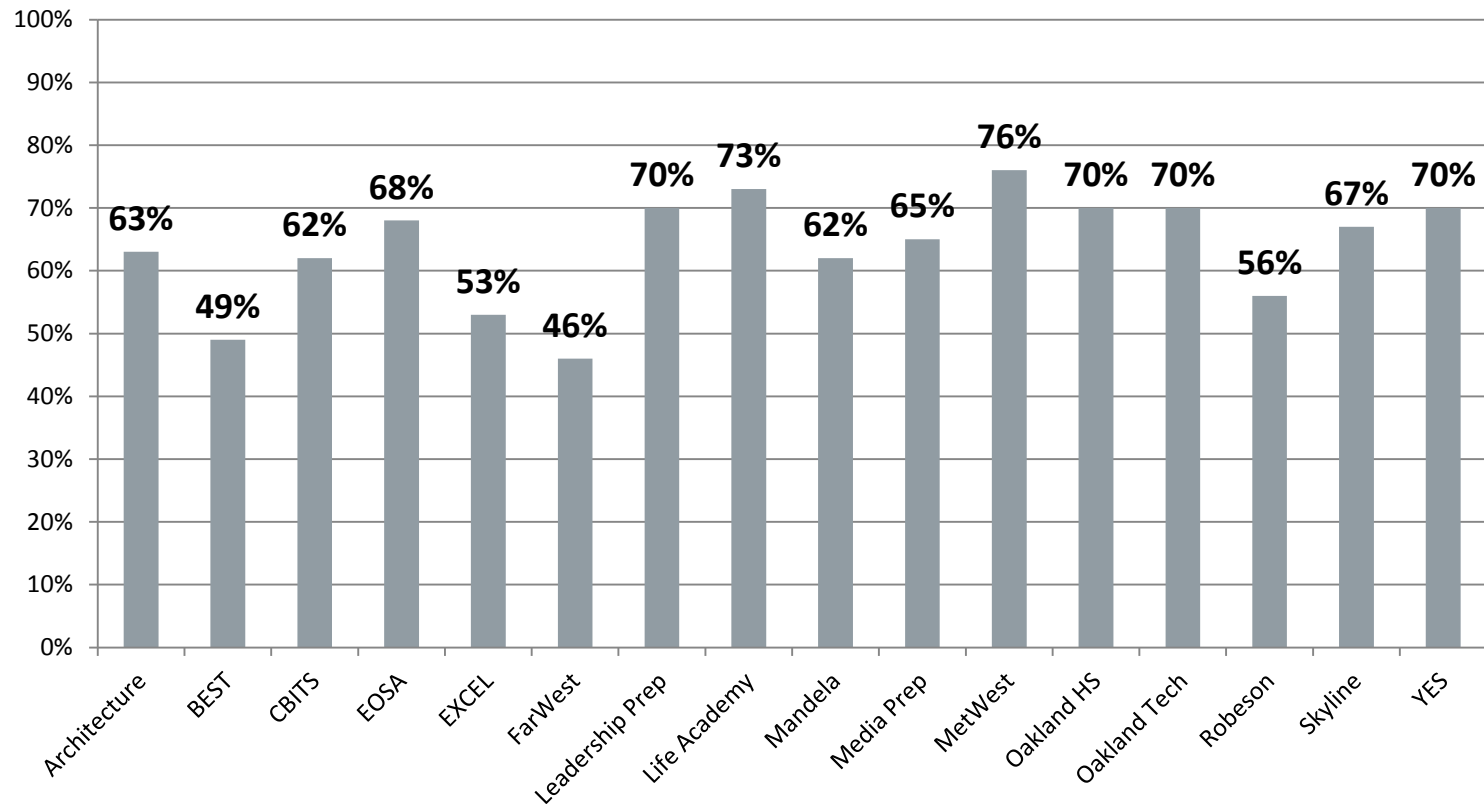


2007-08 OUSD Number of AP Courses by High School



Students Do Not Have Opportunities to Enroll in Courses Needed For College and Career

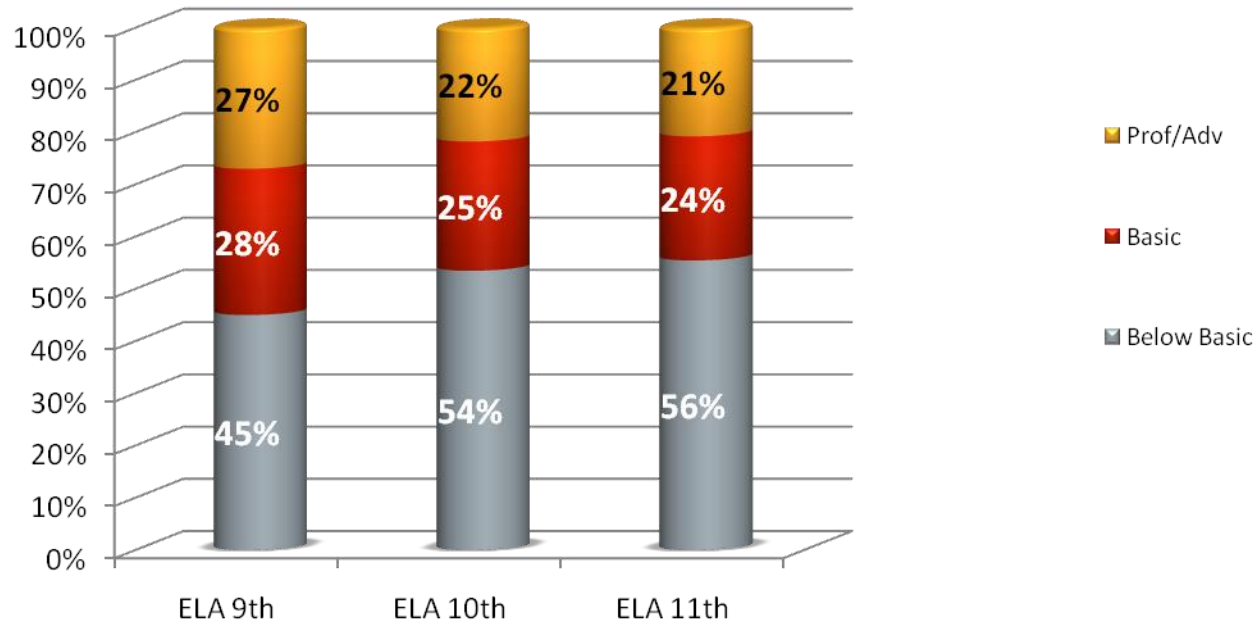
Percent of Courses Which Meet UC/CSU A-G Requirements



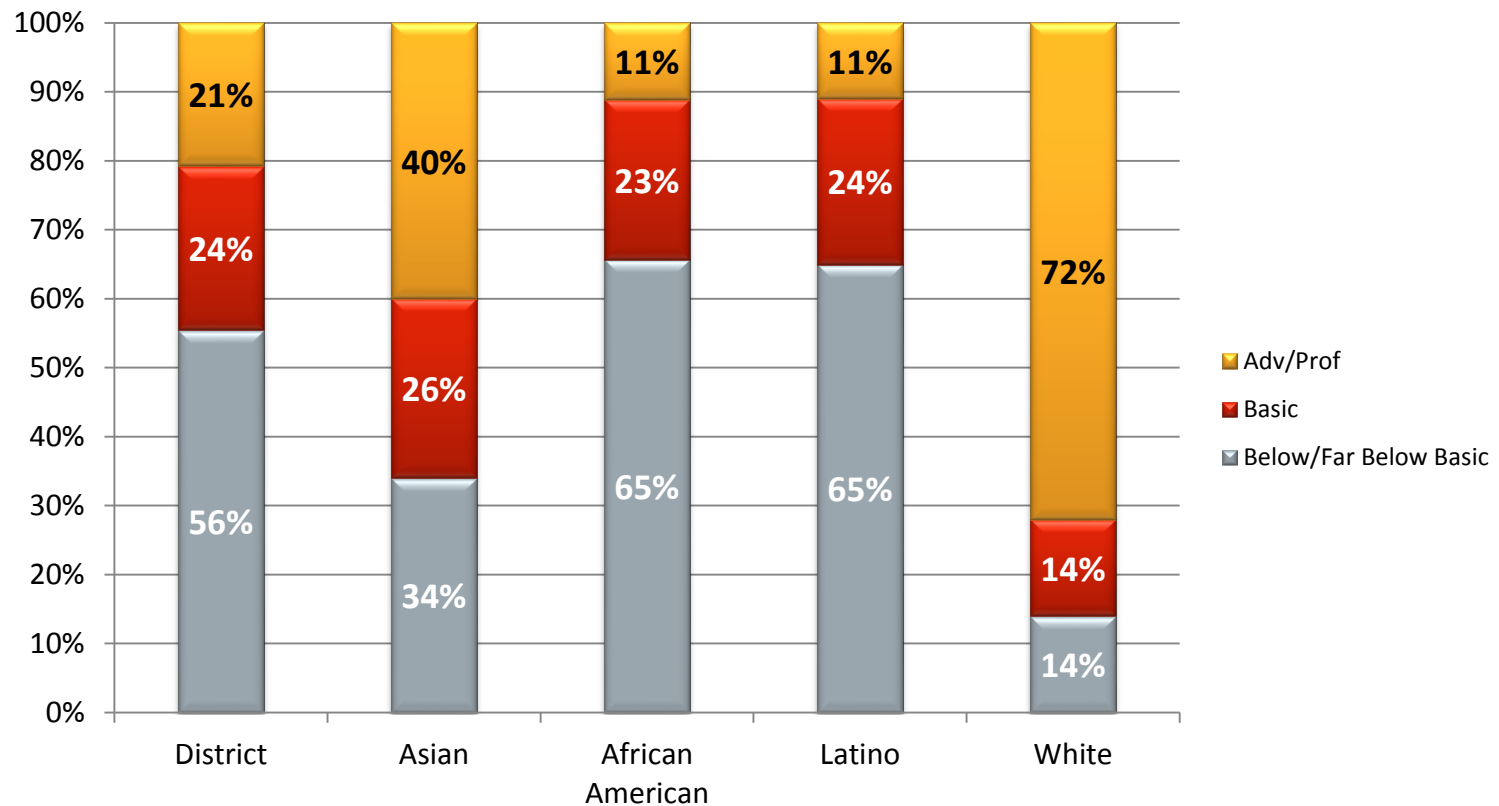
That was the big picture ... but what about
in the classroom?

2007-08 OUSD ELA CST Results

Nearly Three-Quarters of Students at Each Grade Level Fail to Reach Proficiency

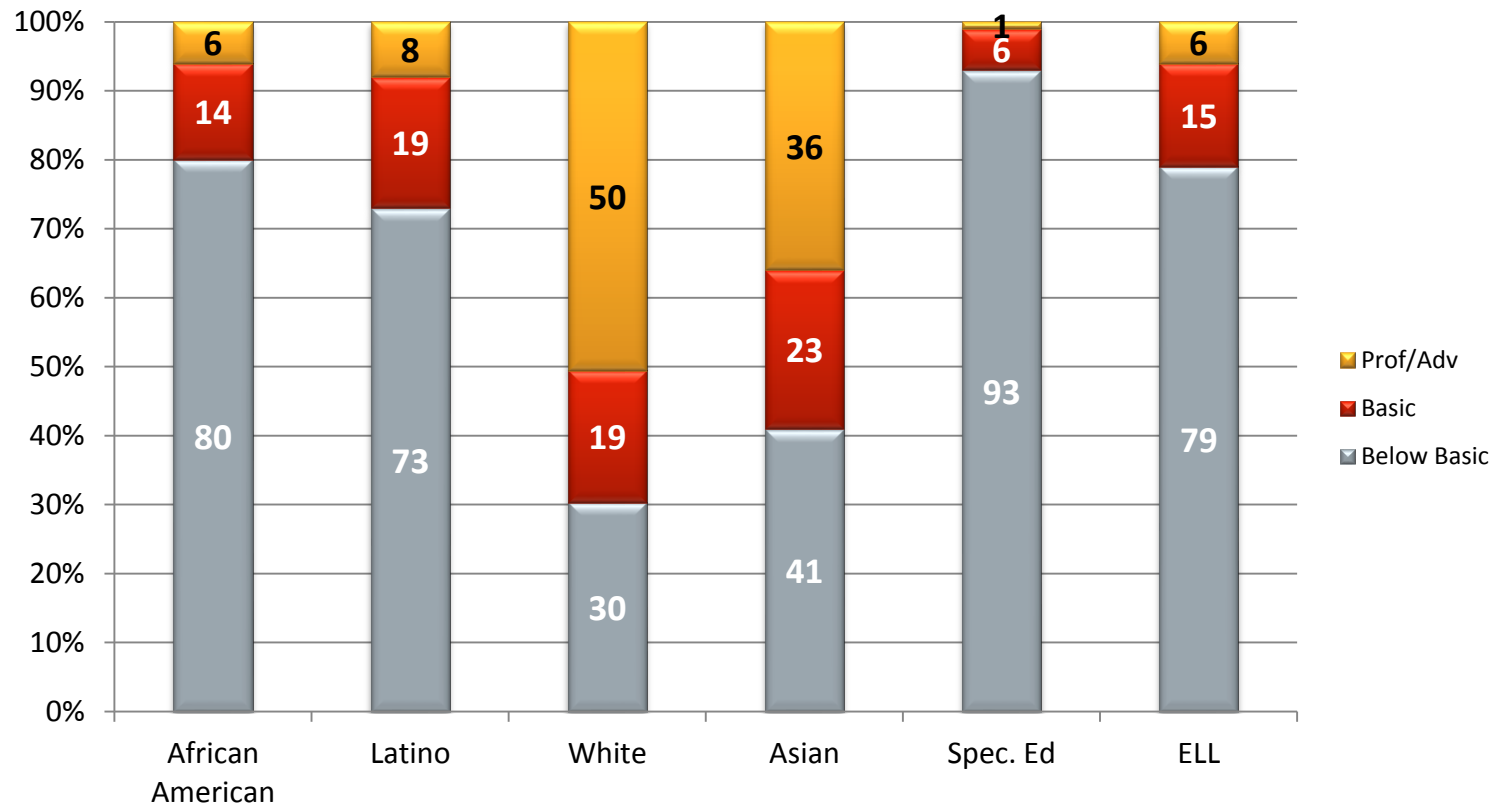


2007-2008 11th Grade ELA CST Proficiency Scores – The Gaps Remain



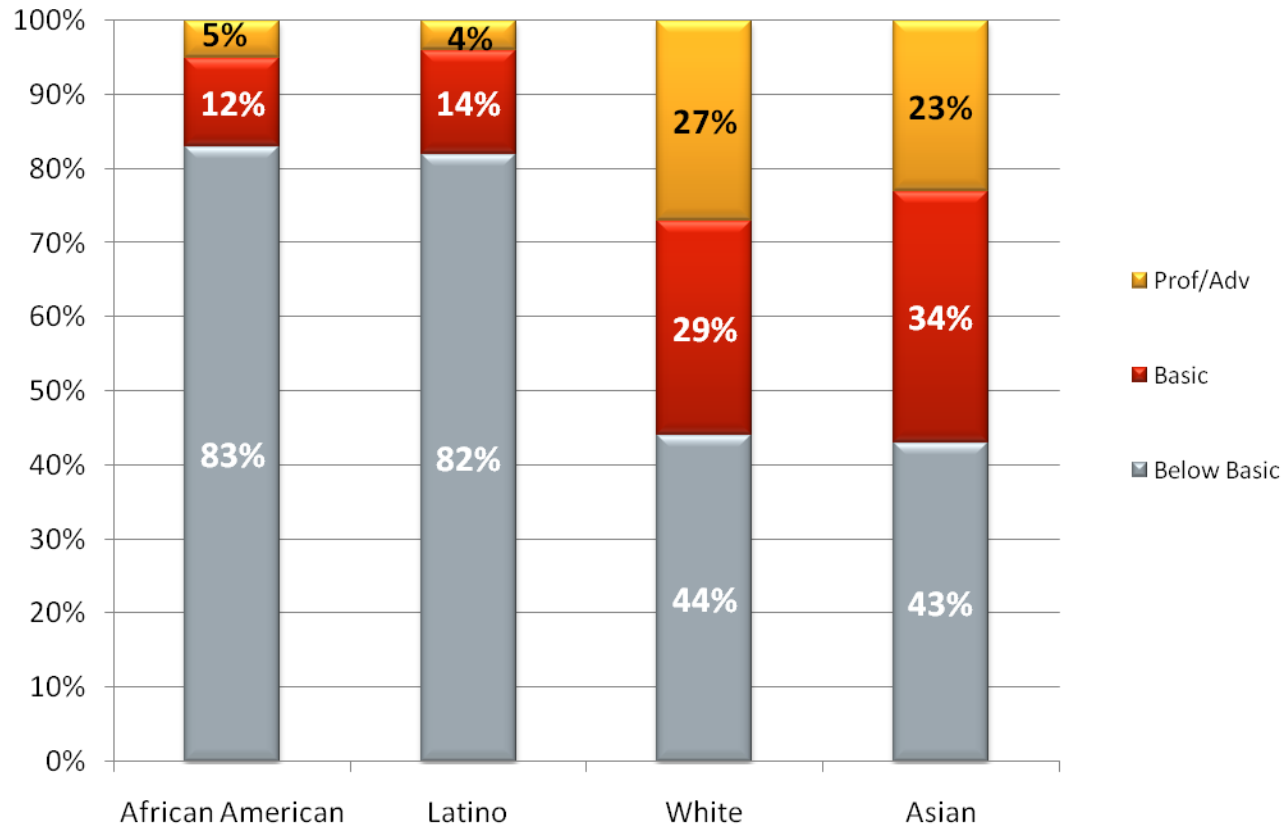
2007-08 Algebra I CST Grades 7-11

An Alarming Number of African America, Latino, Special Education and ELL Students Are Not Achieving Even to the “Basic” Level



OUSD 2007-08 Algebra 2 CST (8-11) by Ethnicity

The Gap Continues to Grow in Higher Level Math Courses



Barriers and Chokepoints to College and Career Readiness

- Low graduation requirements
- Regressive math
- Low grades
- Course-taking patterns
- ELL
- Special Education
- Senior year schedule

Senior Schedules Lacking Rigor

Student A	Student B	Student C
English 4	English 4	Art 1
Adv. Algebra	Int. Algebra	PE
PE	Dance	Arch & Graph
PE	IWE	Am. Gov't/Econ
Advisory	Advisory	ELD HB C
		ELD HB CC

What Else is Needed?

- Effective supports/interventions
- Master schedules built for students
- Better use of time
- Science labs
- CTE facilities
- Professional Development for teachers and counselors

Conclusions

- Strong foundation for development of the Blueprint
- Top Priorities
 - Change Graduation Requirements
 - Identify Early Warning Systems
 - Supports for students
 - Support for teachers and counselors
 - ELL students
 - Parent and community outreach
 - Implement and monitor focus attention on high school reform
 - Thoughtful Resource Allocation

PARENT DEBRIEF MEETING
IMMEDIATELY FOLLOWING PUBLIC
COMMENTS
HUNTER HALL
4TH FLOOR