



Oakland Unified School District
Academic Performance
Summary Report
2007-08



Focus Areas of Academic Performance Summary Report

- Overview of California Standards Test (CST)
- Overview of California High School Exit Exam (CAHSEE) Performance
- Federal Accountability – Adequate Yearly Progress (AYP) and Program Improvement (PI) Status
- State Accountability – Academic Performance Index (API)
- District-wide Trends



Overview of California Standards Test (CST) Performance

English Language Arts Performance

–Percent Proficient and Growth:

- by Grade
- by School Type
- by Subgroup

Mathematics Performance

–Percent Proficient and Growth:

- by Grade or Test Taken
- by School Type
- by Subgroup

Science Performance

–Percent Proficient and Growth by Grade or Test Taken

History Performance

–Percent Proficient and Growth by Grade or Test Taken



Overview of California Standards Test (CST) Performance

English Language Arts Performance

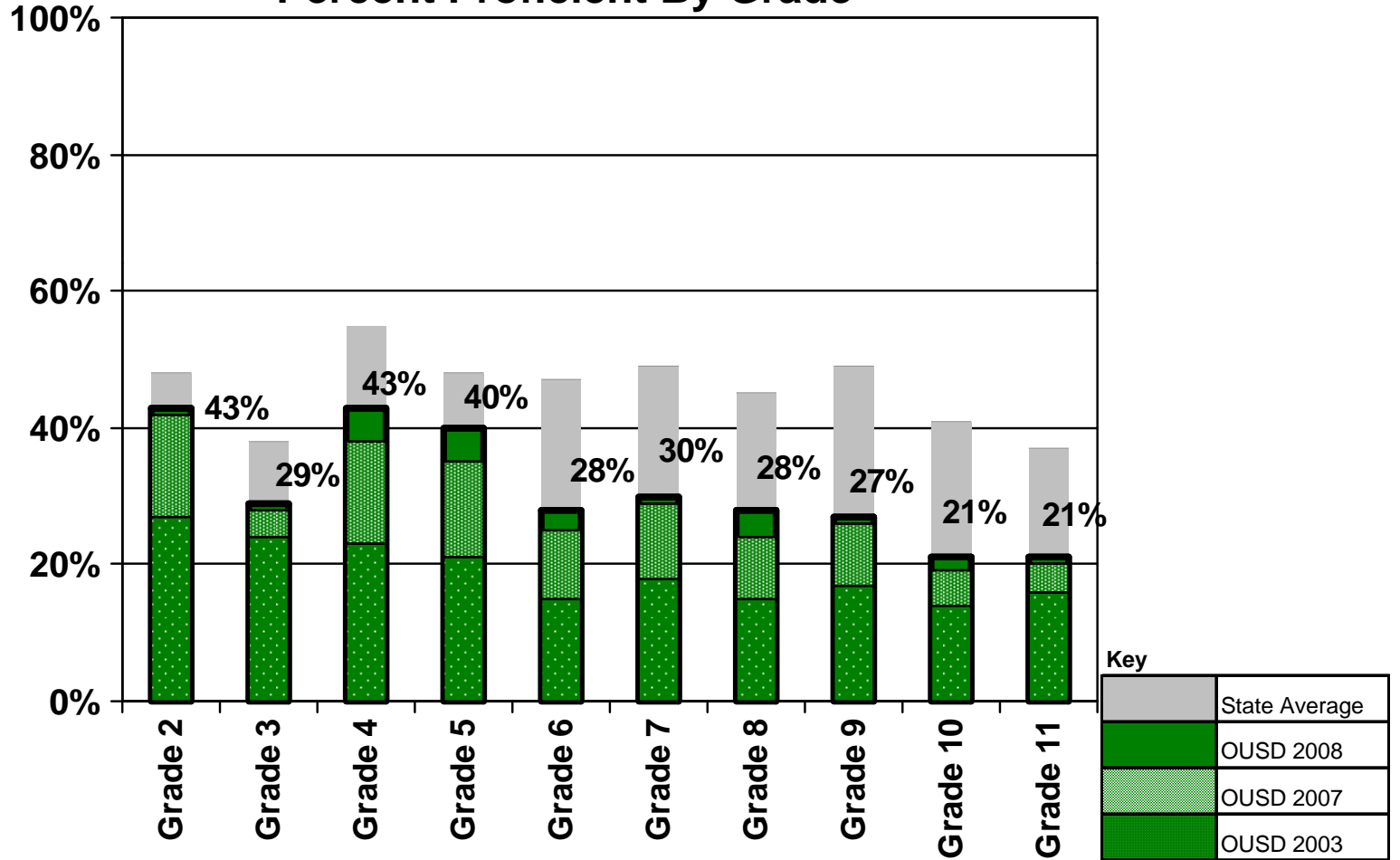
–Percent Proficient and Growth:

- by Grade
- by School Type
- by Subgroup



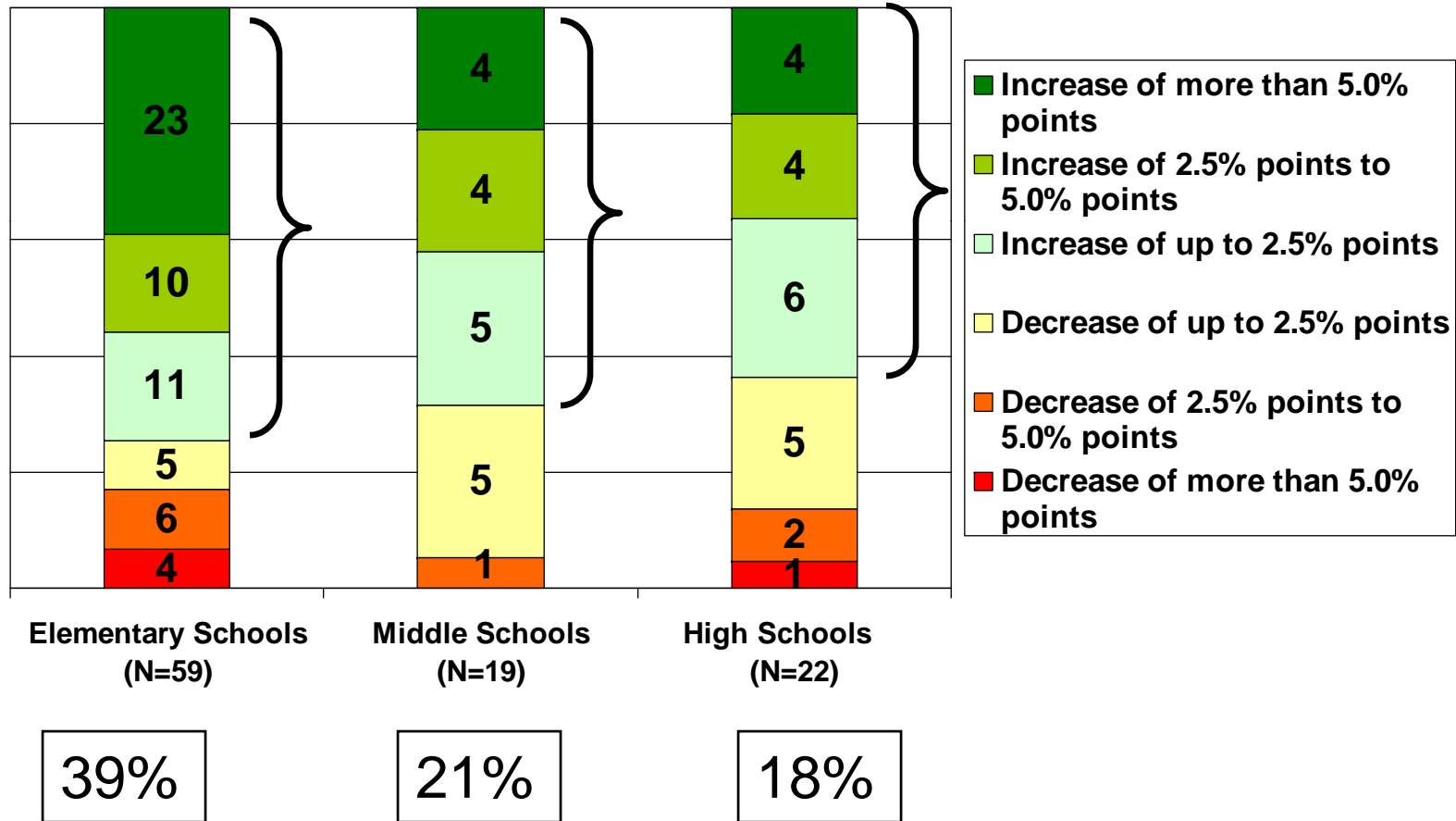
English Language Arts Performance

California Standards Test (CST)
Percent Proficient By Grade

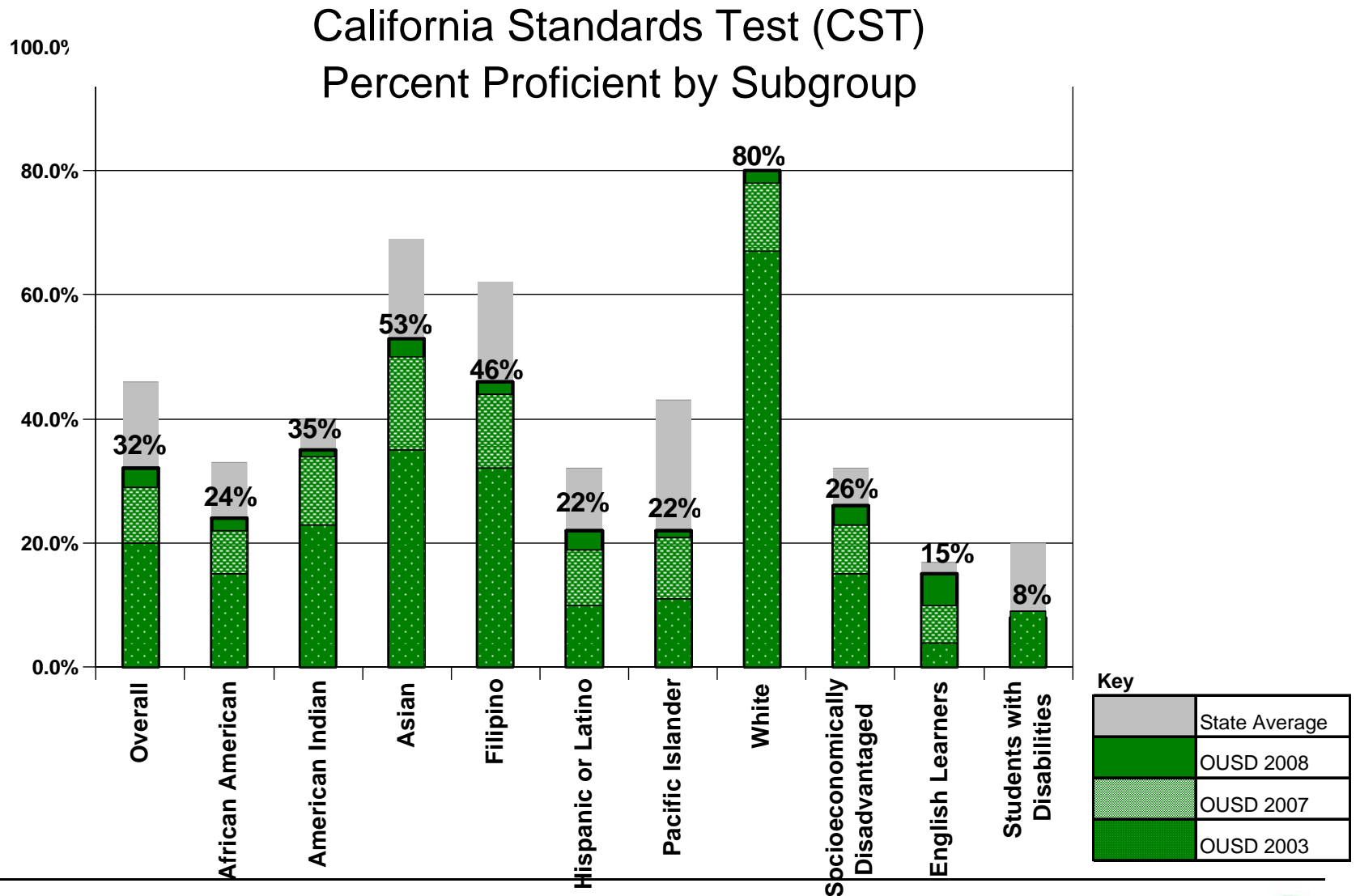


English Language Arts Performance

California Standards Test (CST) Growth by School Type

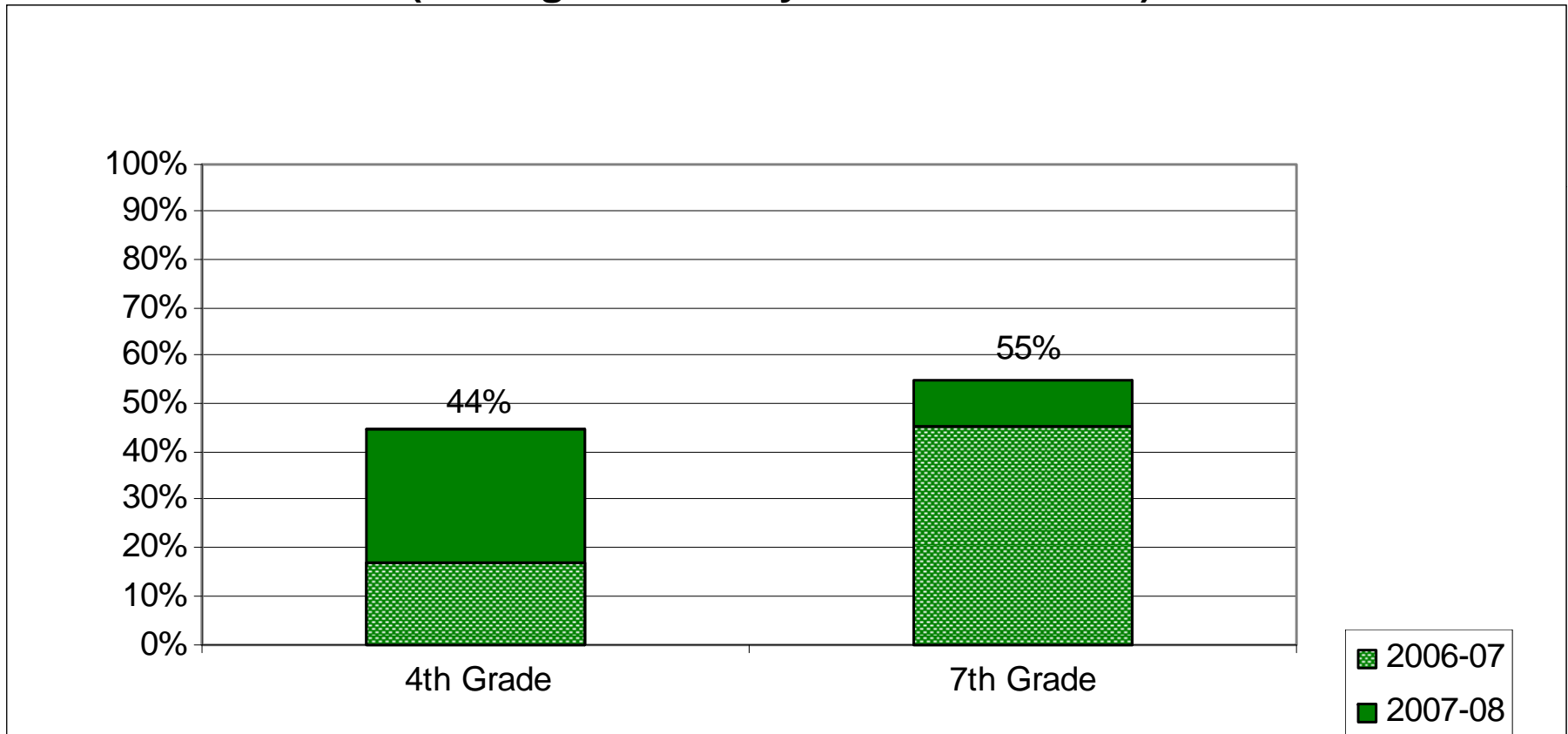


English Language Arts Performance

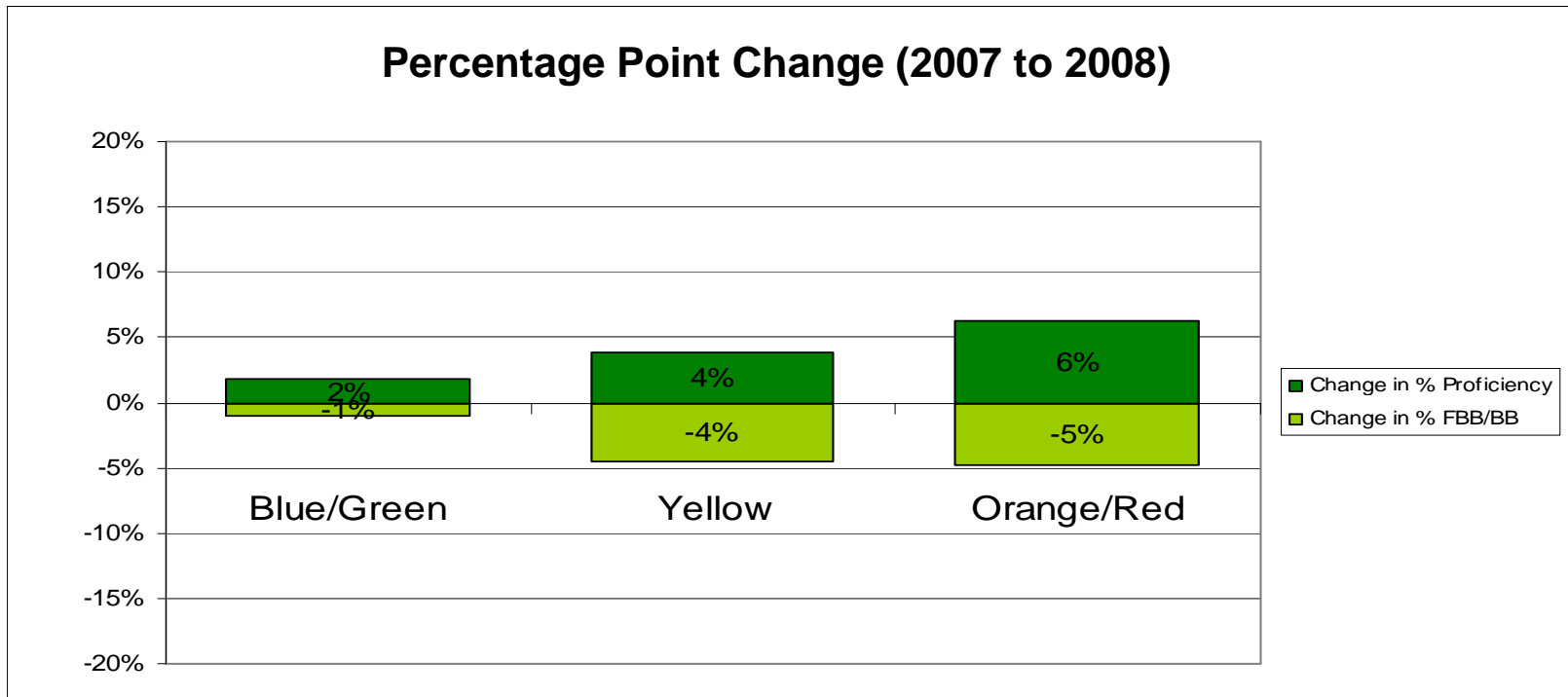


CST Writing Performance

California Standards Test (CST) Percent Proficient and Growth By Grade (Writing Proficiency = Score of 6 or 8)



Elementary Schools with Increased Monitoring and Support Show Highest Gains in English Language Arts CST



	# Schools	2007 P/A	2008 P/A	Change in % Proficiency
Blue/Green	14	56%	58%	2%
Yellow	28	39%	43%	4%
Orange/Red	6	23%	29%	6%



Overview of California Standards Test (CST) Performance

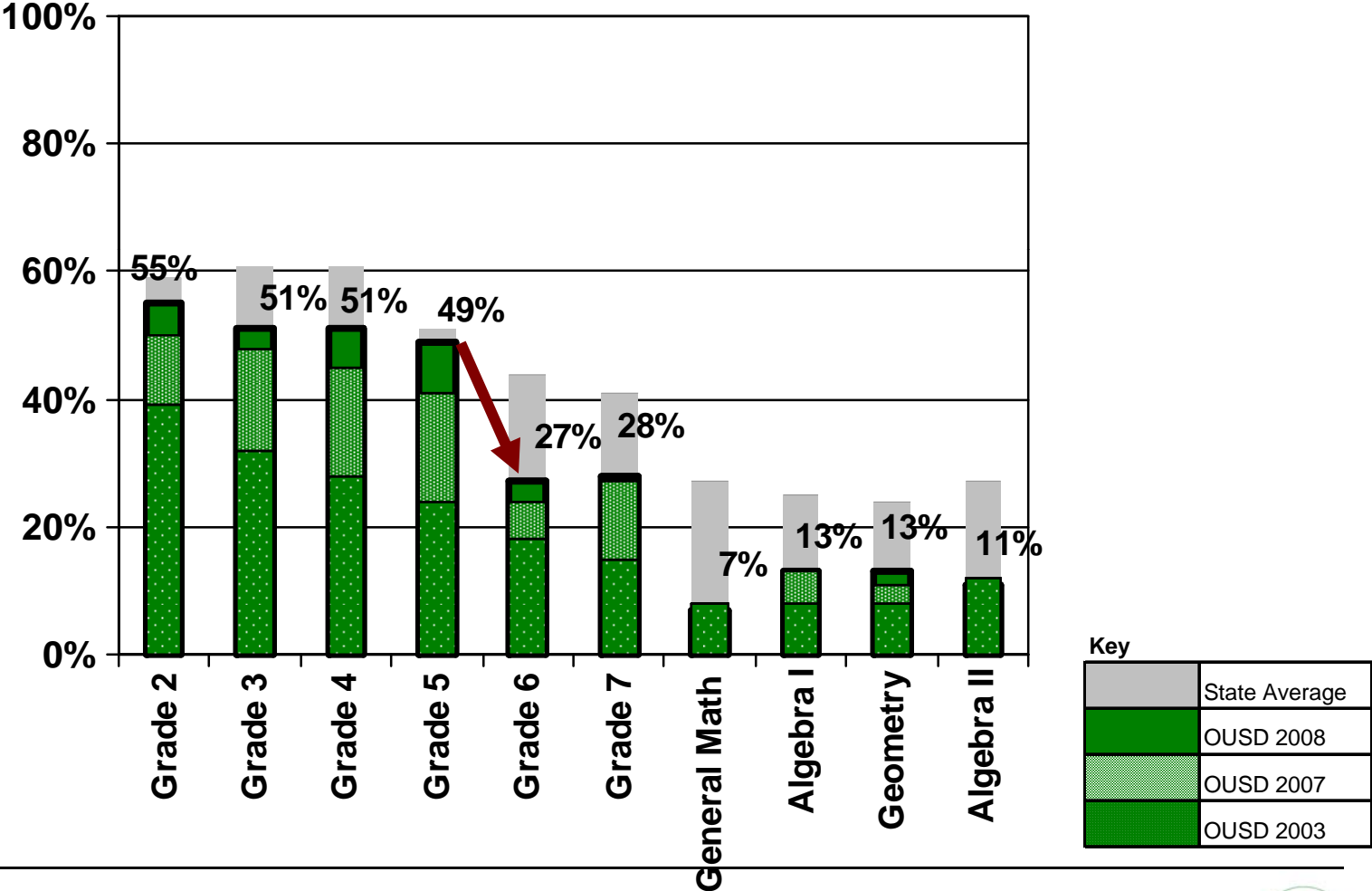
Mathematics Performance

- Percent Proficient and Growth
 - by Grade or Test Taken
 - by School Type
 - by Subgroup



Mathematics Performance

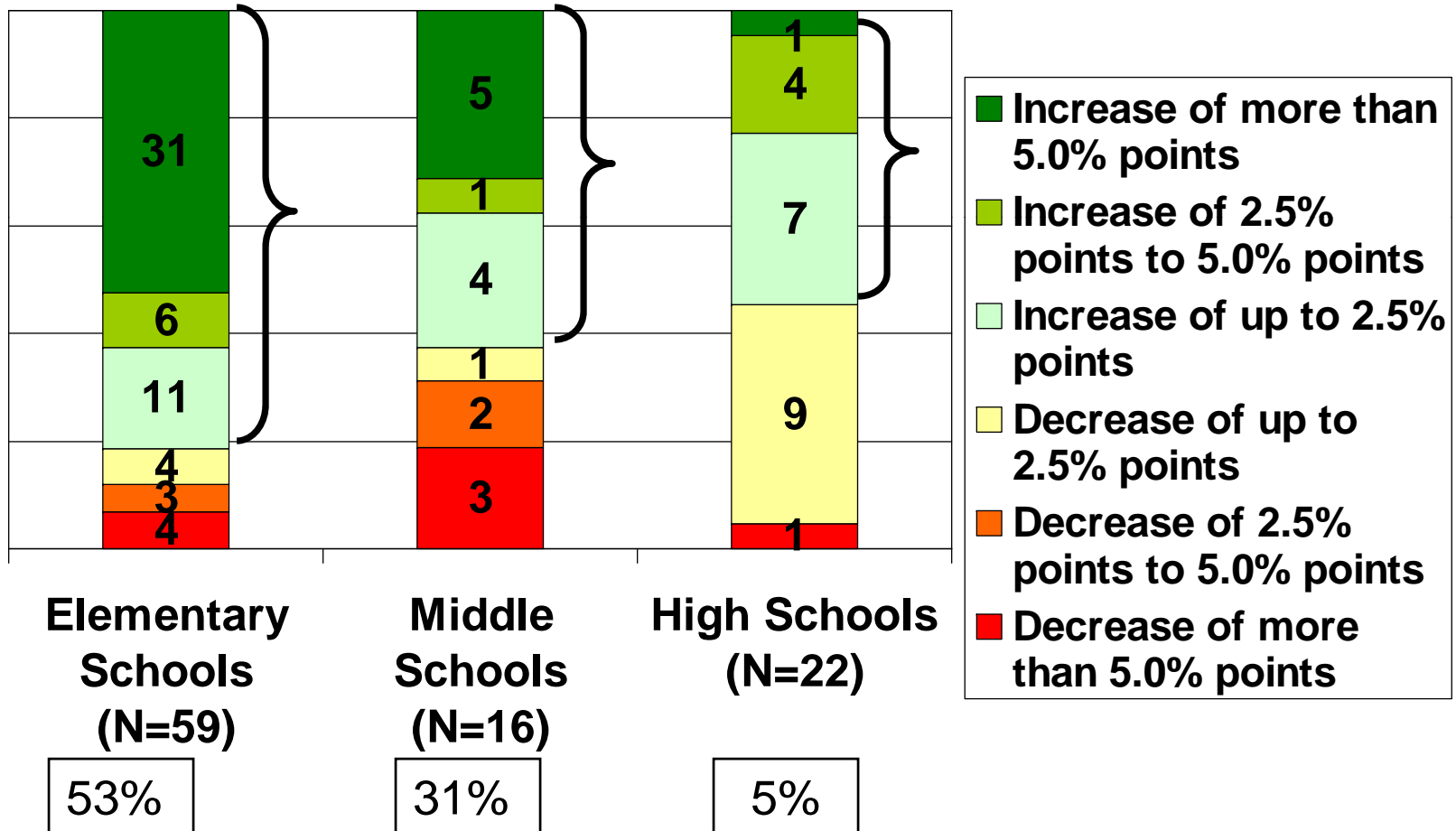
California Standards Test (CST)
Percent Proficient By Grade or Test Taken



Mathematics Performance

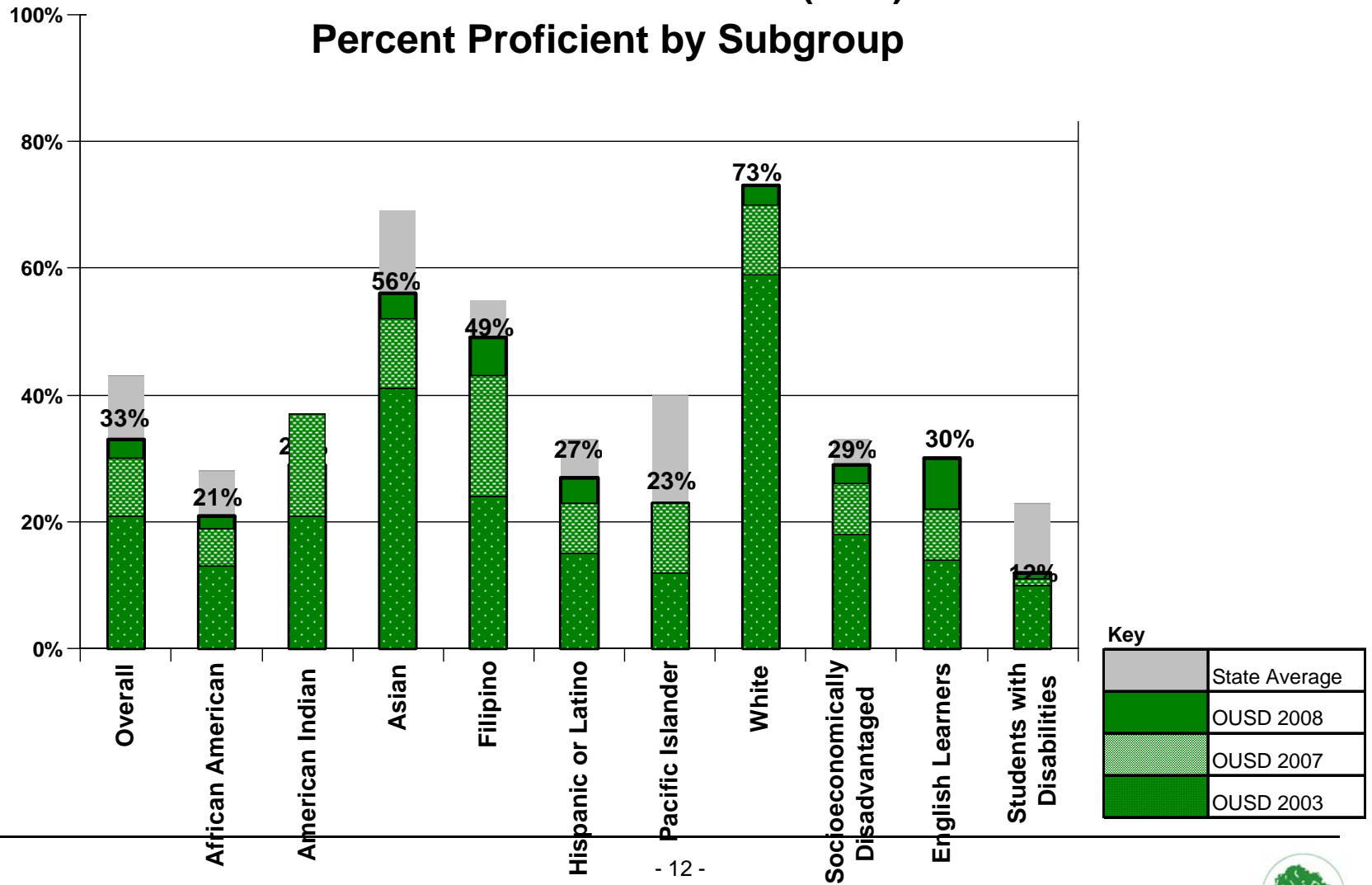
California Standards Test (CST)

Growth by School Type

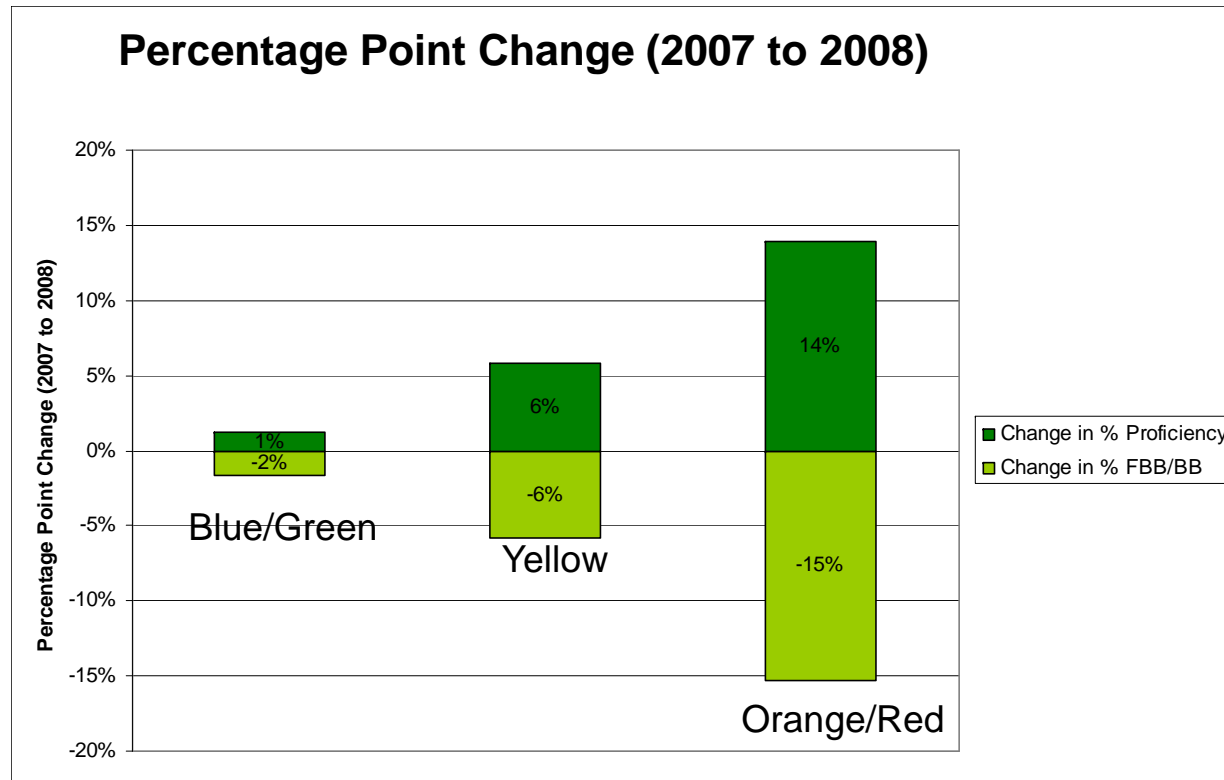


Mathematics Performance

California Standards Test (CST) Percent Proficient by Subgroup



Elementary Schools with Most Support Show Highest Gains in Mathematics Portion of the CST



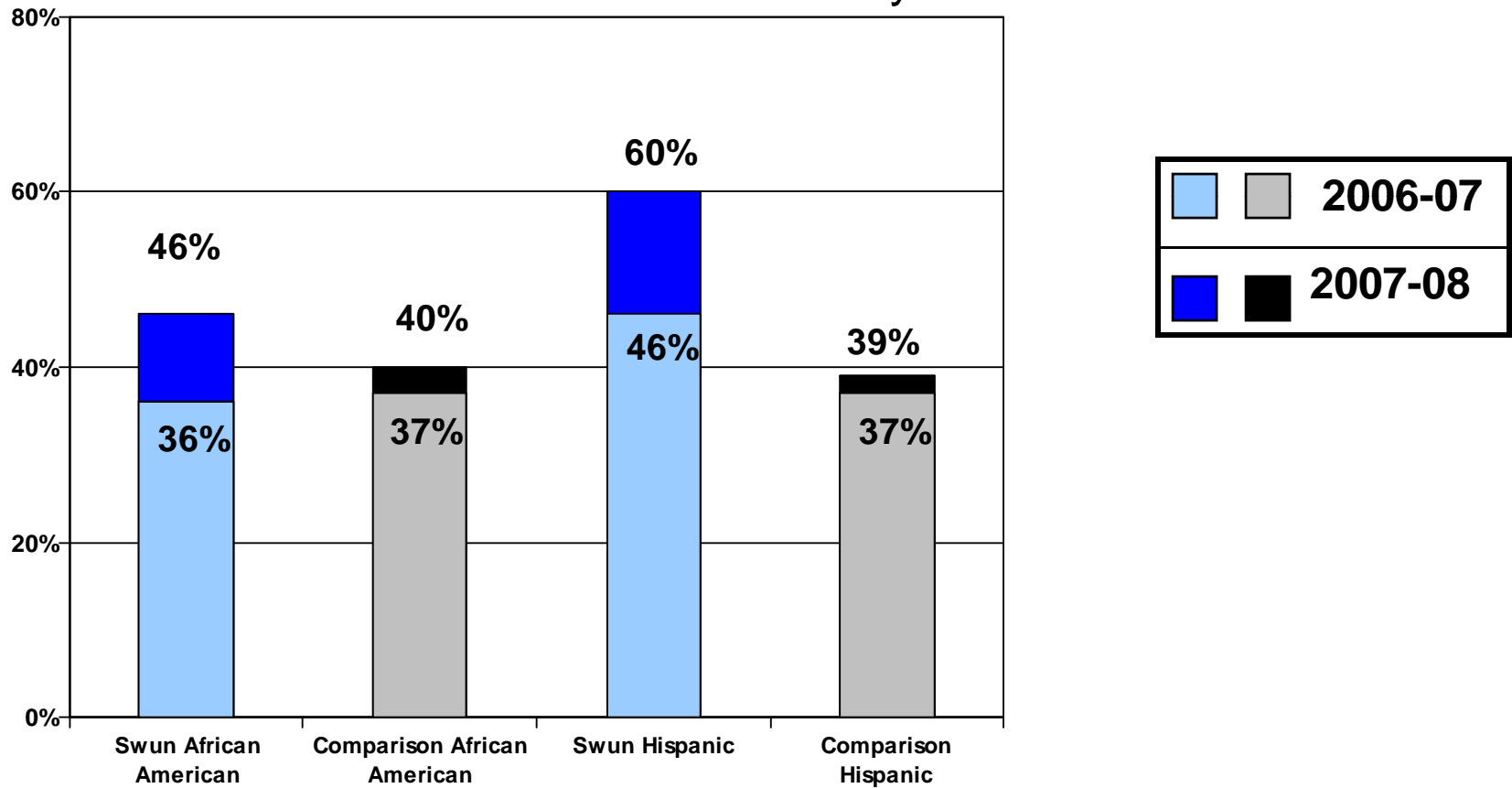
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Mathematics Performance

Gains in Swun Math Schools: Promising Results of a New Program

4th Grade CST Proficiency Results



Overview of California Standards Test (CST) Performance

Science Performance

–Percent Proficient and Growth by Grade or Test Taken

History Performance

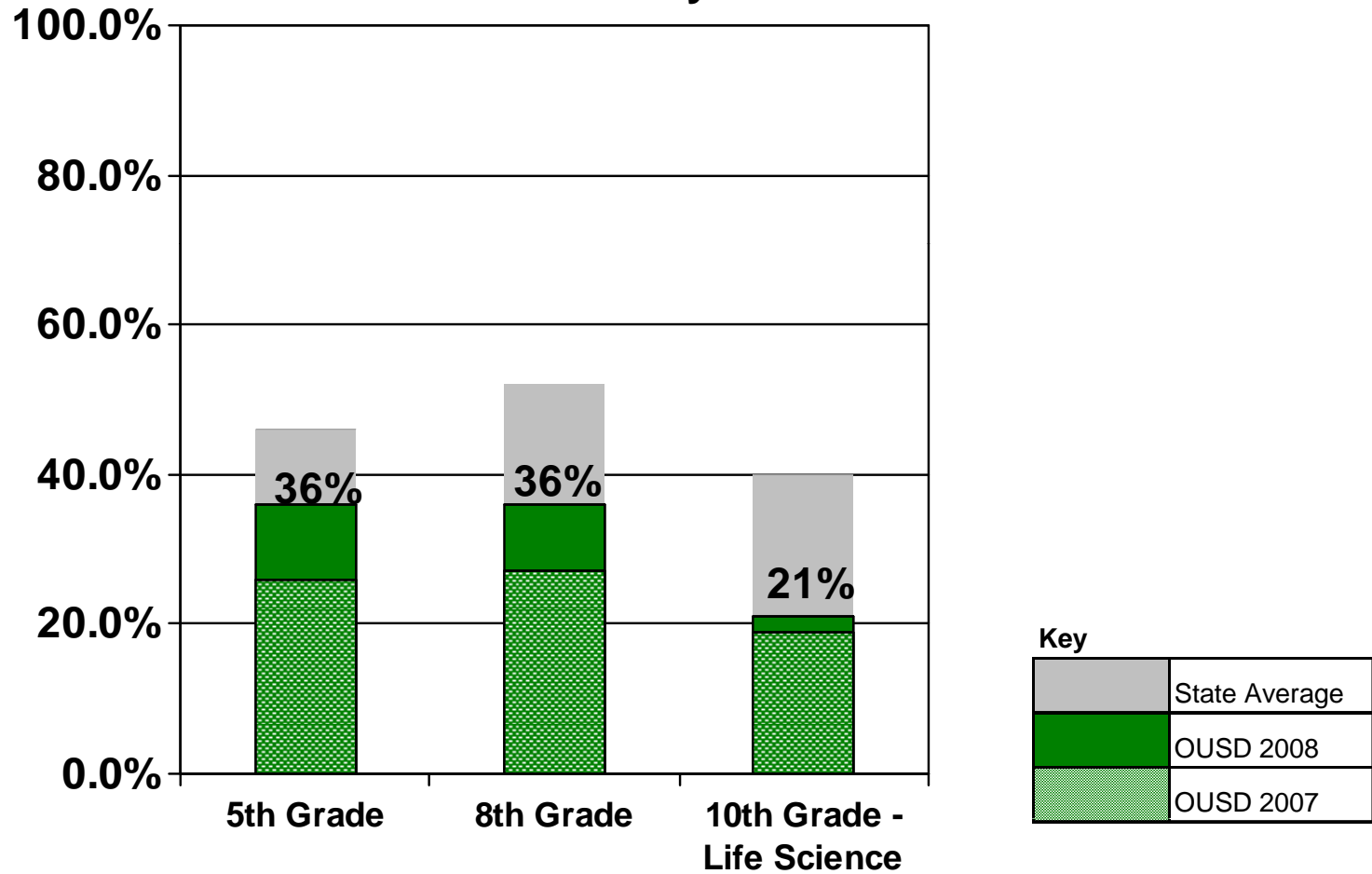
–Percent Proficient and Growth by Grade or Test Taken



Science Performance

California Standards Test (CST)

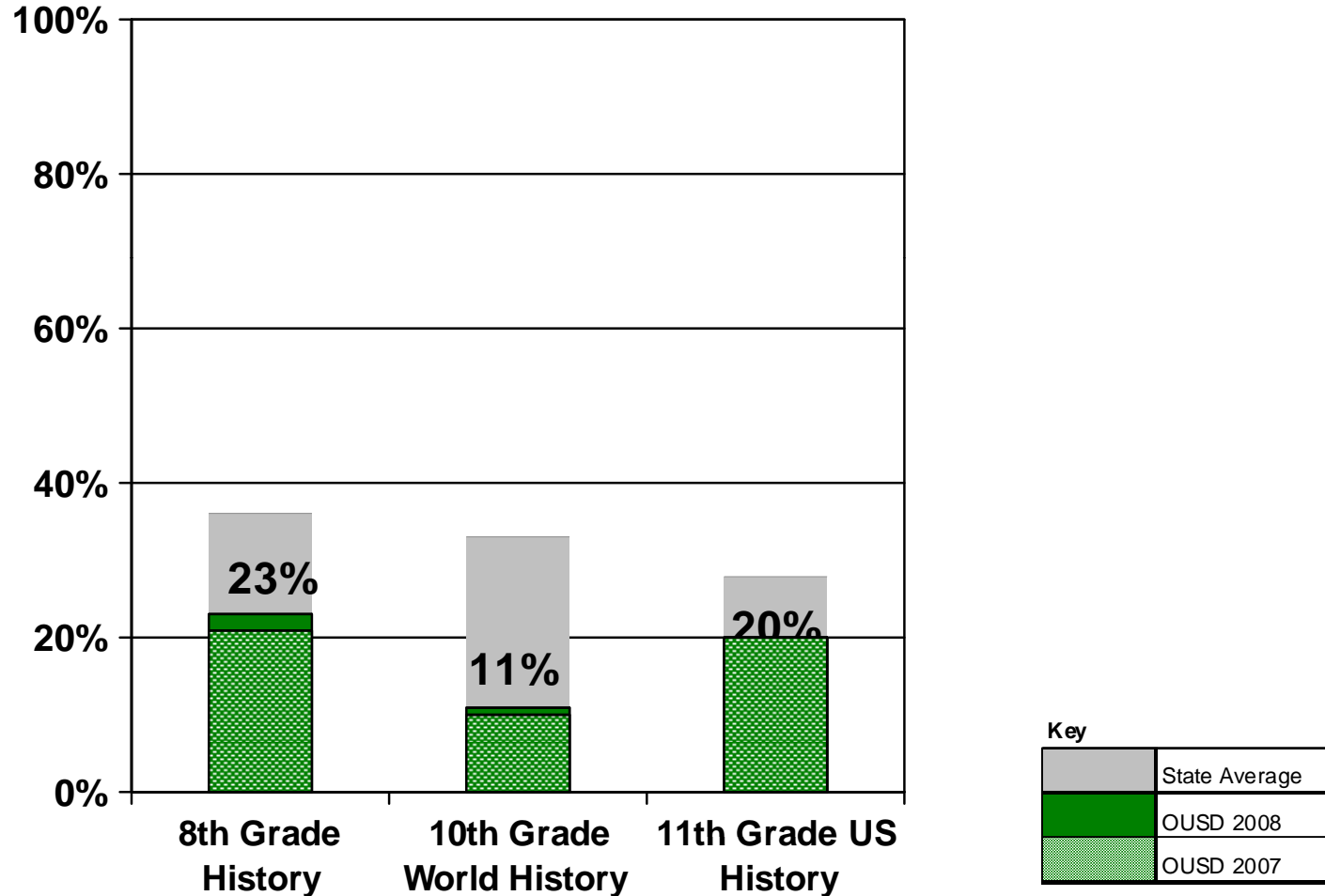
Percent Proficient and Growth By Grade or Test Taken



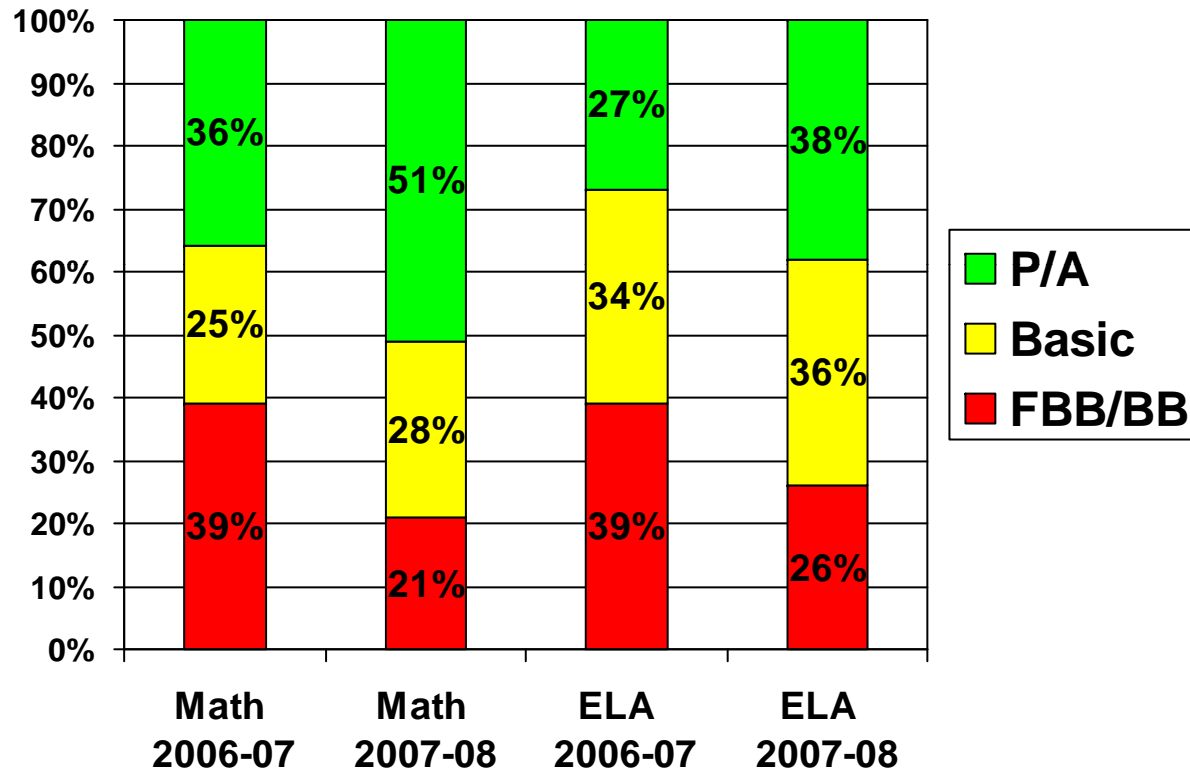
History Performance

California Standards Test (CST)

Percent Proficient and Growth By Grade or Test Taken



Allendale CST Summary: Big Gains in 2007-08



Overview of California High School Exit Exam (CAHSEE) Performance

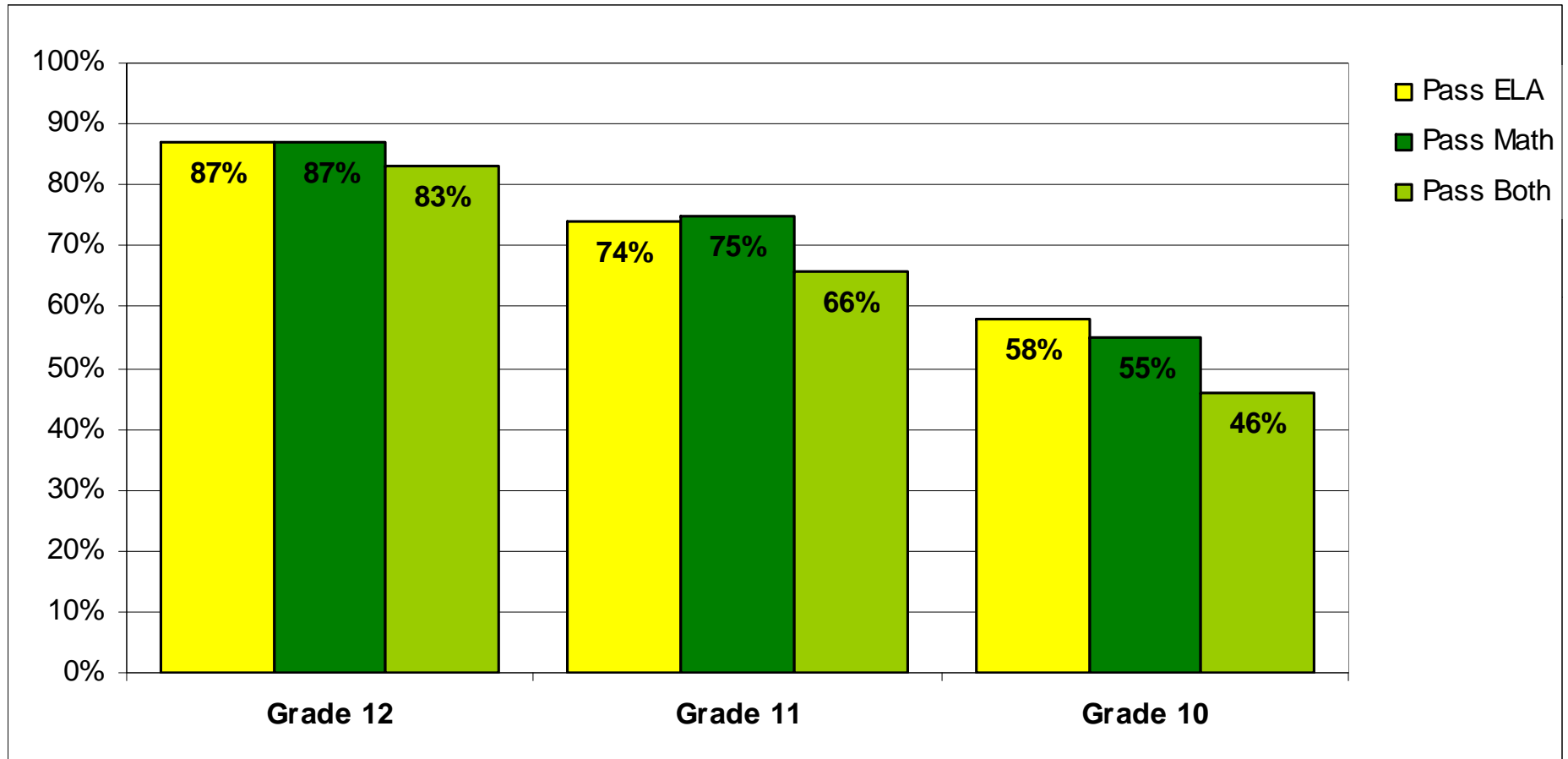
CAHSEE Cumulative Pass Rates

–By Grade

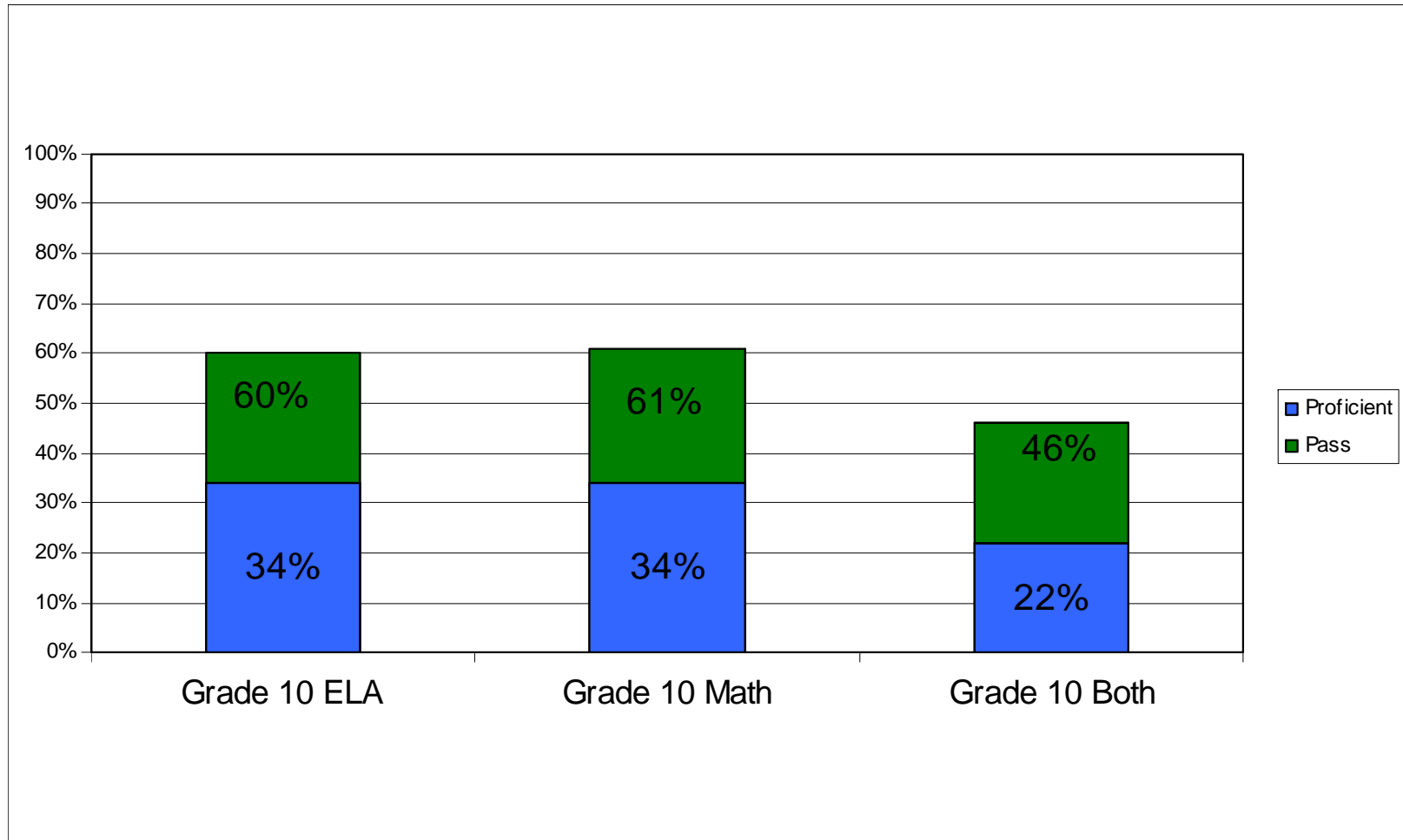
CAHSEE 10th Grade Proficiency and Pass Rates Rates Passing versus Proficiency



CAHSEE Cumulative Pass Rates



CAHSEE 10th Grade Proficiency and Pass Rates



Accountability

Federal Accountability: Adequate Yearly Progress (AYP)

AYP is a series of annual academic performance goals established for each school, school district, and the state as a whole. Schools, school districts, and the state have met AYP if they meet or exceed each year's goals (AYP targets and criteria).

State Accountability: Academic Performance Index (API)

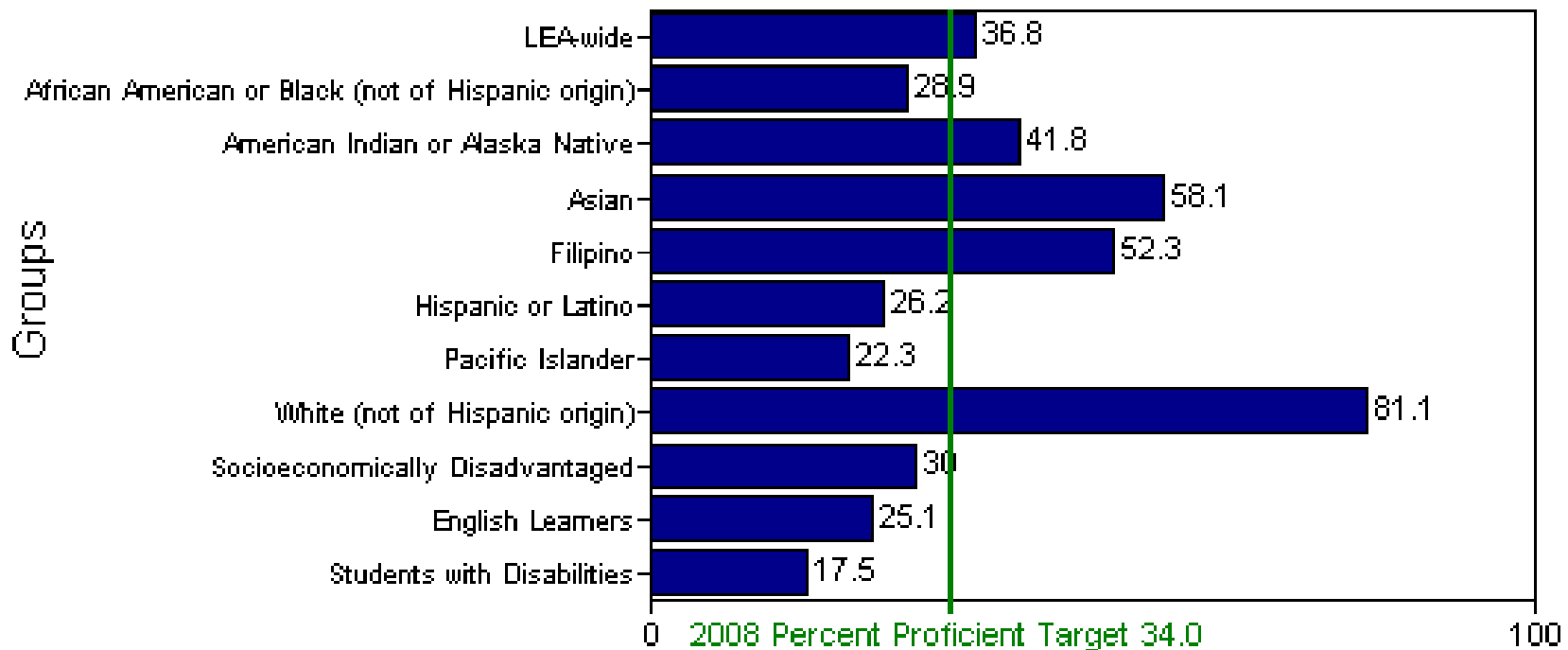
The API is a single number, ranging from a low of 200 to a high of 1000, that reflects a school's or school district's performance level, based on the results of statewide testing. Its purpose is to measure the academic performance and growth of schools. The API target for California is 800.



Federal Accountability: Adequate Yearly Progress (AYP) in English Language Arts

Did all significant subgroups in Oakland Unified School District meet the federally-established Annual Measurable Objectives (AMOs) in English Language Arts?

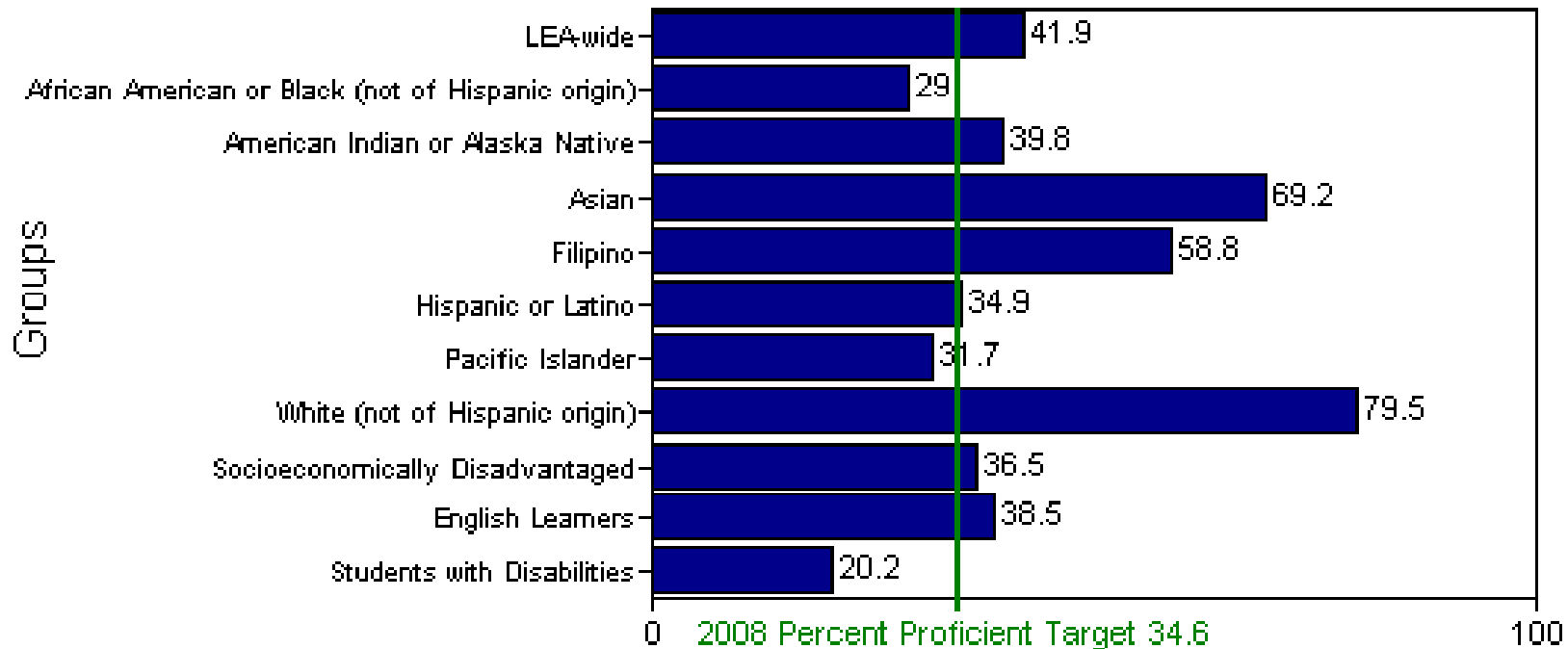
English-Language Arts - Percent At or Above Proficient



Federal Accountability: Adequate Yearly Progress (AYP) in Mathematics

Did all significant subgroups in Oakland Unified School District meet the federally-established Annual Measurable Objectives (AMOs) in mathematics?

Mathematics - Percent At or Above Proficient



State Accountability: Academic Performance Index (API)

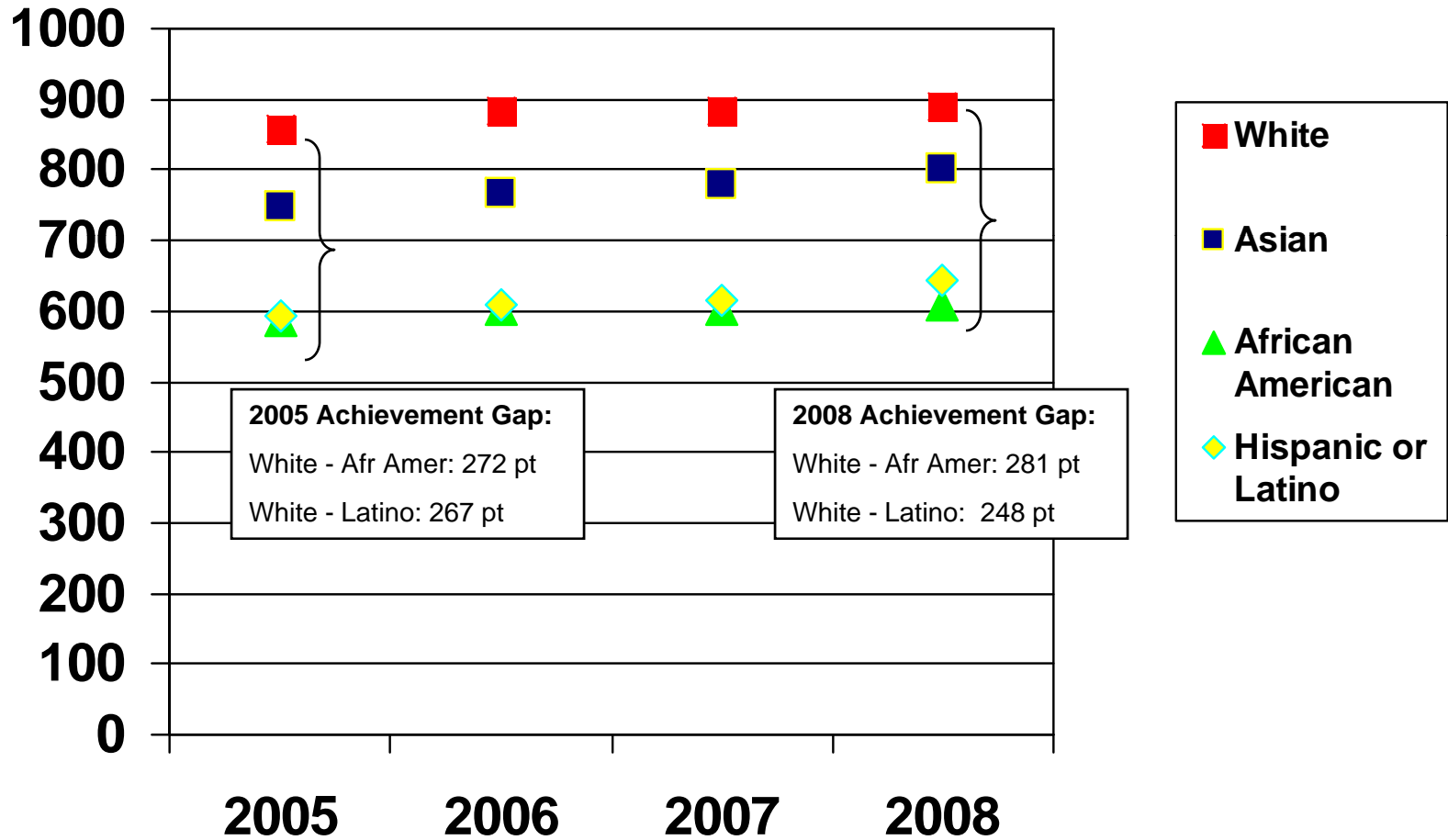
Subgroup	OUSD 2007 Base API	OUSD 2008 Growth API	OUSD Change in API 2007 to 2008	California 2007 Base API All Grades	California 2008 Growth API All Grades	California Change in API 2007 to 2008
Overall	658	674	+16	728	742	+14
African American	603	609	+6	644	658	+14
American Indian	701	711	+10	697	708	+11
Asian	777	801	+24	852	866	+14
Filipino	752	770	+18	813	825	+12
Hispanic or Latino	616	642	+26	666	683	+17
Pacific Islander	634	616	-18	720	734	+14
White	881	890	+9	806	816	+10
Socioeconomically Disadvantaged	632	648	+16	663	679	+16
English Learners	625	641	+16	647	661	+14
Students with Disabilities	474	471	-3	536	549	+13



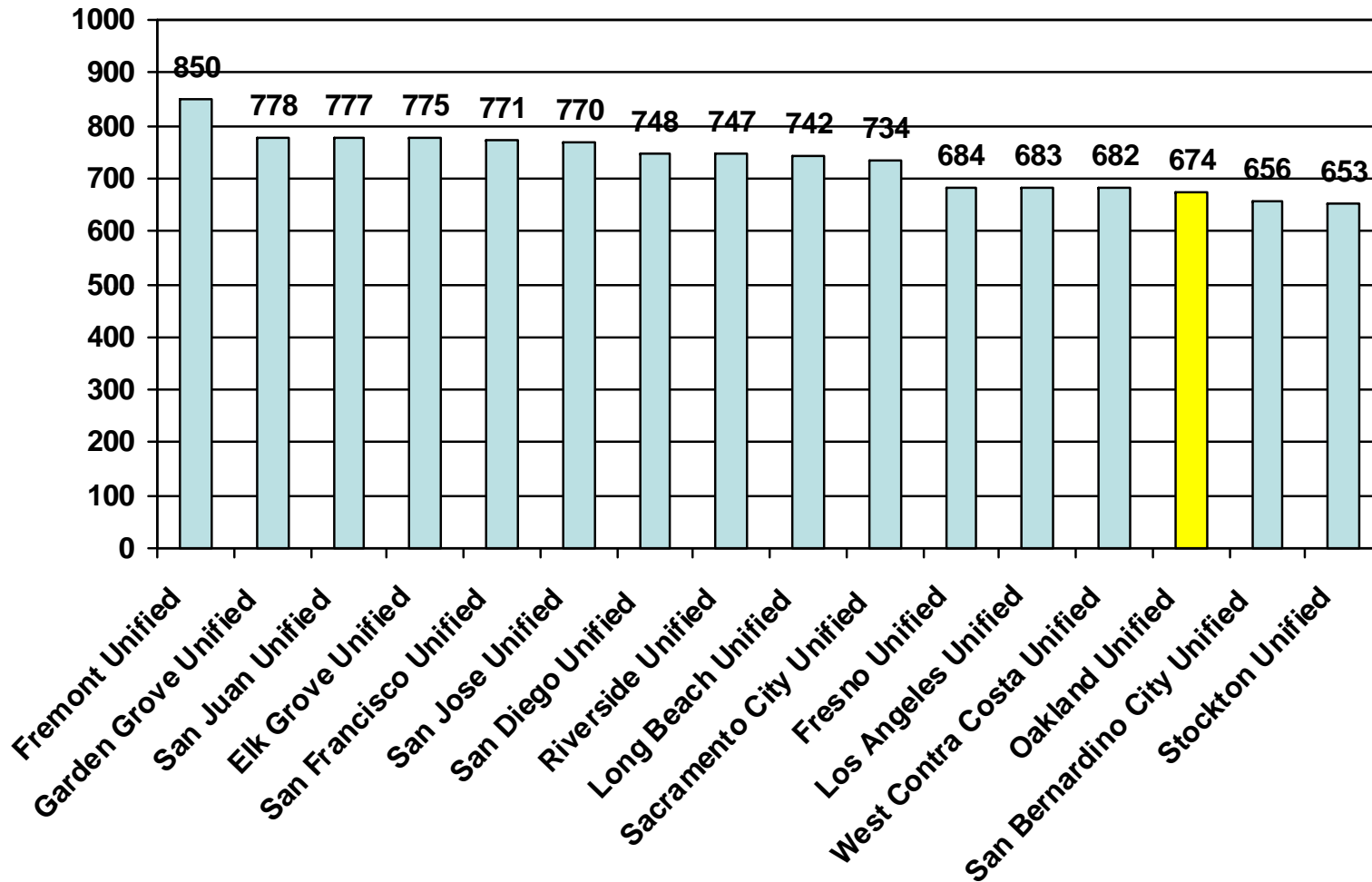
The Achievement Gap

An Analysis of the Achievement Gap

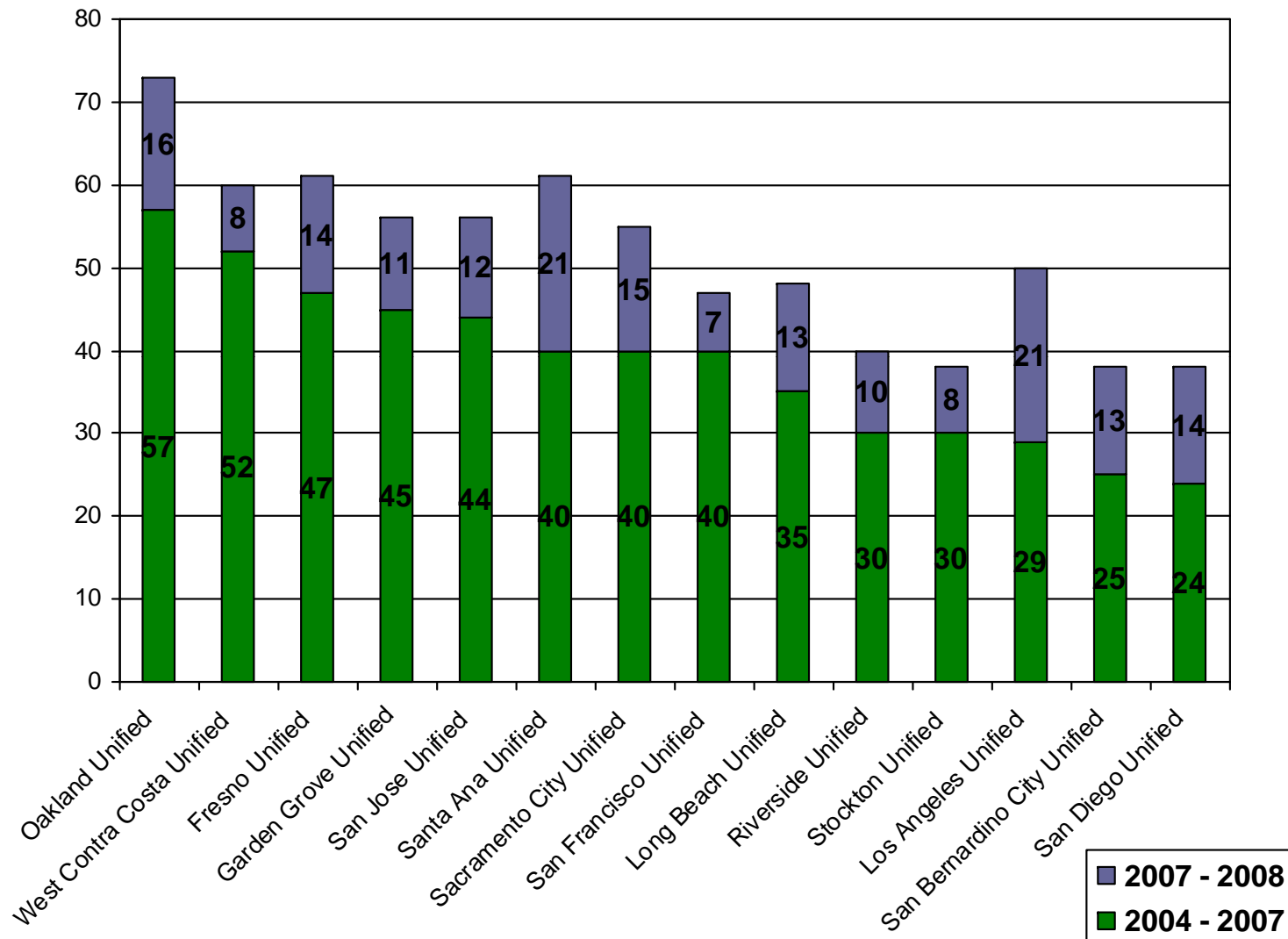
Based on the Academic Performance Index (API)



OUSD 2008 API Still Ranks Low Compared with Other Large Urban Districts



OUSD Demonstrates Largest 4 Year API Gains Among Large CA Urban Unified Districts



Academic Performance Index (API) School Highlights

School Level API Gains				School Level API Declines			
Elementary Schools	2008 Growth	2007 Base	Change	Elementary Schools	2008 Growth	2007 Base	Change
ACORN Woodland Elementary	774	688	+86	EnCompass Academy Elementary	649	731	-82
Allendale Elementary	741	678	+63	Lafayette Elementary	629	669	-40
ASCEND	751	690	+61	Middle Schools			
Esperanza Elementary	665	615	+50	Frick Middle	557	595	-38
Franklin Elementary	835	768	+67	High Schools			
International Community	730	680	+50	BEST	490	551*	-61
La Escuelita Elementary	827	771	+56	East Oakland School of the Arts	478	521	-43
Manzanita Community	689	636	+53				
Markham Elementary	701	619	+82				
New Highland Academy	629	567	+62				
Reach Academy	568	488*	+80				
Sankofa Academy	691*	535	+156				
Whittier Elementary	675	607	+68				
Middle Schools							
Edna Brewer Middle	782	717	+65				
Elmhurst Community Prep	641	594	+47				
High Schools							
CBIT	526	485	+41				
LIFE Academy	635	577	+58				
Rudsdale Continuation	455*	355*	+100				



District-wide Achievement Gains

	2008-09 Strategies to Build on Success
Elementary Mathematics (includes pacing, assessments, curriculum, intervention program)	<ul style="list-style-type: none">•Expand math program from 8 to 21 schools•Start K-1 pilot at five schools•Start grade 6 pilot at three middle schools•Build teacher leader network to transition PD in house by summer 2009.•Keep program with new math adoption <p>Goal: District-wide K-Algebra program by 2011</p>



District-wide Achievement Gains

	2008-09 Strategies to Build on Success
ELD/English Learner achievement	<ul style="list-style-type: none">• Full implementation of K-5 English Language Development (ELD) program• K-5 intervention program for those not making progress towards English language proficiency• Continue professional development for teachers• Implement ELD benchmark assessments K-12• Strengthen newcomer programs and curriculum• Target long-term EL students for ELD intervention



District-wide Achievement Gains

	2008-09 Strategies to Build on Success
Writing	<ul style="list-style-type: none">•Continue pre/post writing performance assessments in grades 6-11•Continue support for school-based scoring of writing assessments•Continue professional development on effective writing instruction•Create district writing “exemplars” for grades 1-5•Begin district calibration process for Senior Project quality•Partnership with Peralta and CSU to align OUSD exit/college entrance writing proficiency expectations



District-wide Achievement Gains

	2008-09 Strategies to Build on Success
Red/Orange School Growth, especially in elementary	<ul style="list-style-type: none">• Network officers and coaches build principal and instructional leadership team capacity to raise the bar and close the gap• Speed deployment and improve coordination of classroom support by central, site-based, and external coaches• Teachers collaborate in professional learning communities to assess individual student progress against key standards and plan for mastery• Instructional walkthroughs by central office with follow up action steps• School priority for professional development and new programs



District-wide Achievement Challenges

	2008-09 Strategies to Build on Success
K-3 Reading	<ul style="list-style-type: none">• Move to standards-based assessments in grades 2-5• Increase lesson time in small groups with differentiated activities and learning objectives to meet individual student learning needs• Expand progress monitoring of K-2 students who show gaps in early reading skills and use intervention resources to address those gaps immediately• Study schools that increase % of proficient 2-3 grade students• Increase family and community engagement on how to help students be kindergarten ready and support student literacy development K-3• Expand classroom libraries and leveled books, accelerated reader programs; get more books into students' homes



District-wide Achievement Gap Challenges

	2008-09 Strategies to Meet the Challenge
African-American student achievement	<ul style="list-style-type: none">• Study OUSD and other schools that are accelerating the achievement of African American students.• Increase focus and commitment that curriculum, instruction and climate at every school is culturally responsive, equity centered and meets student needs.• Increase teacher coaching to improve rigor and relevance of lessons and instruction, with focus on equity, student engagement and understanding.• Students set goals and monitor their progress frequently• Teacher leader network and professional development on Academic English Development and Standard English Learner proficiency.• Increase mentors, teacher diversity, early childhood education access, family outreach and education, and access to after school, summer school and health programs.



District-wide Achievement Gap Challenges

	2008-09 Strategies to Address the Challenge
Middle and High School	<ul style="list-style-type: none">•Principals ensure curriculum and instruction based on grade level standards, with pacing aligned to the assessments•Increase coaching support to improve rigor and relevance of lessons and instruction, with focus on equity, student engagement and understanding•Strengthen teacher collaboration using frequent assessment data to plan and adjust instruction to address gaps•Improve counseling/advisory support and monitoring focused on lower achieving students. Intervene early (6th - 9th grades) to keep students on track.•Strengthen career education and pathway activities; expand support to alternative schools and college partnerships.



District-wide Achievement Gap Challenges

	2008-09 Strategies to Address the Challenge
Students With Disabilities	<ul style="list-style-type: none">•Implementation of Voyager Reading district-wide in grades 4-8 Special Day Classes, including professional development and coaching support for teachers.•Implementation of literacy program for Severely Handicapped Special Day Classes.•Strengthen SDC teacher collaboration using regular assessment data to plan instruction and address student learning needs.•Strengthen math instruction; ensure involvement of SDC classes in elementary math initiative in participating schools.



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- ✓ Federal Accountability – Adequate Yearly Progress (AYP) and Program Improvement (PI) Status
- ✓ State Accountability – Academic Performance Index (API)
- ✓ District-wide Trends: Gains and Challenges
- ✓ Appendix: Data Tables



Appendix: Data Tables



English Language Arts Performance

Growth in English Language Arts CST Performance by Grade

	CST Proficiency 2008	1-Year Growth (2007 to 2008)
Grade 2	43%	+1%
Grade 3	29%	+1%
Grade 4	43%	+5%
Grade 5	40%	+5%
Grade 6	28%	+3%
Grade 7	30%	+1%
Grade 8	28%	+4%
Grade 9	27%	+1%
Grade 10	21%	+2%
Grade 11	21%	+1%



English Language Arts Performance

Growth in English Language Arts Performance by Subgroup

	CST Proficiency 2008	1-Year Growth (2007 to 2008)
Overall	32%	+3%
African American	24%	+2%
American Indian	35%	+1%
Asian	53%	+3%
Filipino	46%	+2%
Hispanic or Latino	22%	+3%
Pacific Islander	22%	+1%
White	80%	+2%
Socioeconomically Disadvantaged	26%	+3%
English Learners	15%	+5%
Students with Disabilities	8%	0%



Mathematics Performance

Growth in Mathematics Performance by Grade or Test Taken

	CST Proficiency 2008	1-Year Growth (2007 to 2008)
Grade 2	55%	+5%
Grade 3	51%	+3%
Grade 4	51%	+6%
Grade 5	49%	+8%
Grade 6	27%	+3%
Grade 7	28%	+1%
General Math	7%	-1%
Algebra I	13%	0%
Geometry	13%	+2%
Algebra II	11%	-1%



Mathematics Performance

Growth in Mathematics Performance by Subgroup

	CST Proficiency 2008	1-Year Growth (2007 to 2008)
Overall	33%	+3%
African American	21%	+3%
American Indian	21%	-8%
Asian	56%	+4%
Filipino	49%	+6%
Hispanic or Latino	27%	+4%
Pacific Islander	23%	0%
White	73%	+2%
Socioeconomically Disadvantaged	29%	+3%
English Learners	30%	+8%
Students with Disabilities	12%	+1%

