

DISTRICT BALANCED SCORECARD



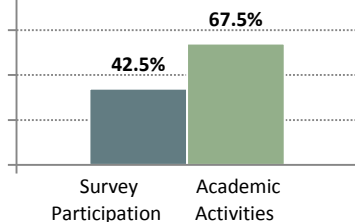
OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

■ PRIOR YEAR ■ CURRENT YEAR

PARENT INVOLVEMENT 2014-15 SY

MOCK DATA : DISCUSSION ONLY

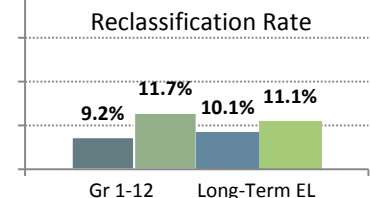


ENSURING ALL STUDENTS ARE COLLEGE, CAREER & COMMUNITY READY

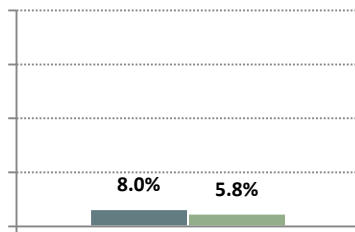
The purpose of the Balanced Scorecard is to identify a small set of key indicators to help measure our progress towards achieving our goals. It is to assist the District and school communities in focusing their continuous improvement efforts.

ENGLISH FLUENCY 2013 & 2014

MOCK DATA : DISCUSSION ONLY



SUSPENSION 2012 & 2013

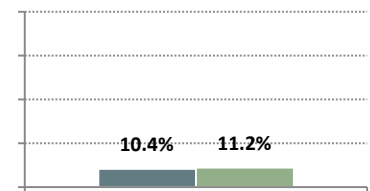


READING AT GRADE LEVEL 2012 & 2013

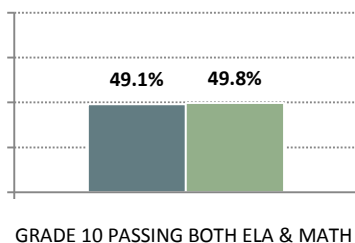
MOCK DATA : DISCUSSION ONLY

	Prior	Current
• Grade 1	61.5%	66.8%
• Grade 3	60.8%	63.1%
• Grade 6	51.9%	55.8%
• Grade 9	54.0%	51.4%

CHRONIC ABSENCE 2012 & 2013

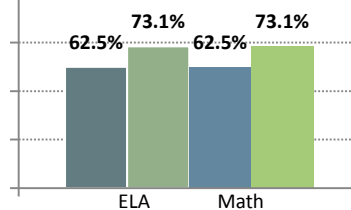


CAHSEE PASS RATE 2012 & 2013

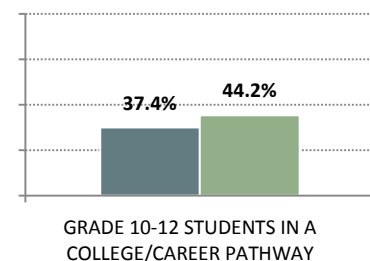


COMMON CORE (SBAC) 2014-15 SY

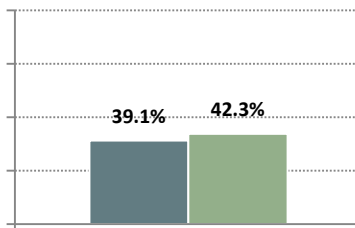
MOCK DATA : DISCUSSION ONLY



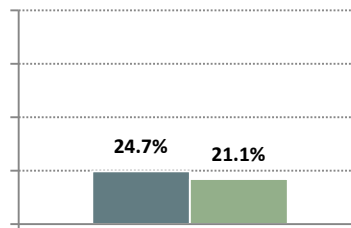
LINKED LEARNING 2012 & 2013



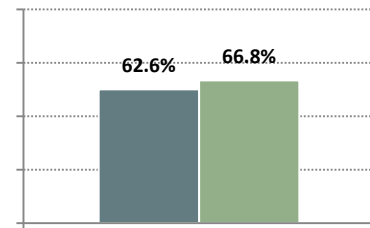
A-G COMPLETION 2011 & 2012



COHORT DROPOUT 2012 & 2013



COHORT GRADUATION 2012 & 2013



SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON MAY 14, 2014. v6.4 DRAFT DRAFT DRAFT



Produced by the department of Quality, Accountability & Analytics

At-a-Glance Icons:



= Performance moving in the right direction



= Performance moving in the wrong direction

DISTRICT BALANCED SCORECARD



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Met or Exceeded District-wide

Target Student Groups	Cohort Graduation	Cohort Drop Out	CAHSEE Pass ELA & Math Grade 10	A-G Completion	Linked Learning Pathway Participate	Student Suspension	Chronic Absence	Grade Level Reading (Grade 1 Sample)
White								
Asian								
ALL	66.8%	21.1%	49.8%	42.3%	44.2%	5.8%	11.2%	66.8%
African American Male	52.4%	25.8%	37.7%	25.7%	30.9%	14%	18.5%	54.3%
African American	57.1%	23.7%	37.3%	29.4%	33.8%	12.0%	18.2%	57.5%
Latino	59.1%	25.2%	44.9%	41.0%	48.3%	4.3%	9.9%	60.4%
Pacific Islander								
Vietnamese								
Cambodian								
Lao								
Low Income								
Foster								
Students with Disabilities	51.4%	24.5%	12.1%	TBD	31.5%	12.2%	18.4%	39.4%
English Learners	49.3%	32.6%	17.6%	TBD	44.6%	3.7%	9.0%	65.6%

SAMPLE

SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED ON MAY 14, 2014. v6.4 DRAFT DRAFT DRAFT



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SCORECARD DATA HANDOUT NOTES



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Parent Involvement is based on two indicators as a pilot. 1) Parent Participation in a survey to be developed that looks at opportunities to provide input and make decisions. 2) Percent of schools that annually offer a minimum of three workshops, activities or trainings for parents focused on Academics and/or meeting the needs of target population students.

Chronic Absence means missing 10% or more of school days, for any reason. Research shows that 10% is a “tipping point” that has an impact on student learning and achievement.

Linked Learning career academies allow high school students to complete industry-themed courses and to experience work-based learning in fields such as engineering, green energy, health and bioscience, law, architecture, and more.

Suspension Rate is the percentage of students who received one or more out-of-school suspension during the school year.

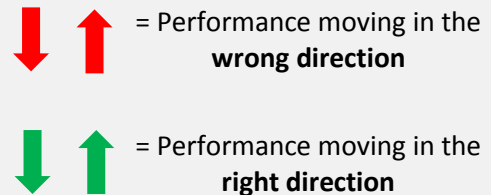
Reading at Grade Level: Grade 1 is based on % of students meeting benchmark of 40 words per minute in Oral Reading Fluency by end of Grade 1, based on the Dynamic Indicators of Basic Literacy Skills (DIBELS) test.

Reading at Grade Level: Grades 3, 6, 9 are based on a Lexile score that indicates whether a student is reading within a Lexile range that is at or above grade level for text complexity and reading comprehension, as measured by the Scholastic Reading Inventory (SRI) test.

A-G Completion means that a high school graduate has completed a set of 15 college-preparatory courses in seven subject areas with a grade of “C” or better. This is a requirement for eligibility for admission to the University of California or California State University system. Each subject area is identified with a letter, from A to G:

- A. History/Social Science: 2 years
- B. English: 4 years
- C. Math: 3 years (Algebra 1 and higher)
- D. Lab Science: 2 years
- E. World Language: 2 years
- F. Visual and Performing Arts: 1 year
- G. College-Prep Electives: 1 year

At-a-Glance Icons



Cohort Graduation Rate includes students who graduated within four years of their 9th grade year. It does not include other students who graduated in the same year, but took longer than four years.

Cohort Dropout Rate is based on students who dropped out of high school within four years of their 9th grade year. It does not include students from earlier cohorts who dropped out within those four years.

Common Core Proficiency Rate is based on percent of students who meet the standard of Proficient or Advanced based on the state’s annual Smarter Balanced Assessment Consortium (SBAC) tests in English Language Arts and Mathematics. SBAC testing begins in 2014-15.

English Language Fluency is based on two indicators as a pilot. 1) Annual Reclassification Rate of English Language Learners within in grades 1 through 12. 2) Annual Reclassification Rate of Long-Term English Language Learners (students who are still classified as English Learners after more than 6 years in U.S. schools).

Grade 10 CAHSEE Pass Rate is based percent of students in the grade 10 who pass both the English Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE). Students have multiple opportunities to take the test again in Grades 11 and 12. Passing in Grade 10 is a sign that students are at grade level and on-track to graduate.