

## *Re-Envisioning Measuring Quality...*

EVERY CHILD – COLLEGE, CAREER & COMMUNITY READY

# Student-Centered Balanced Scorecard

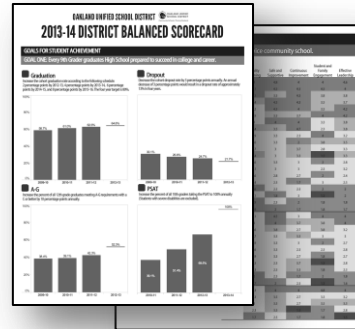
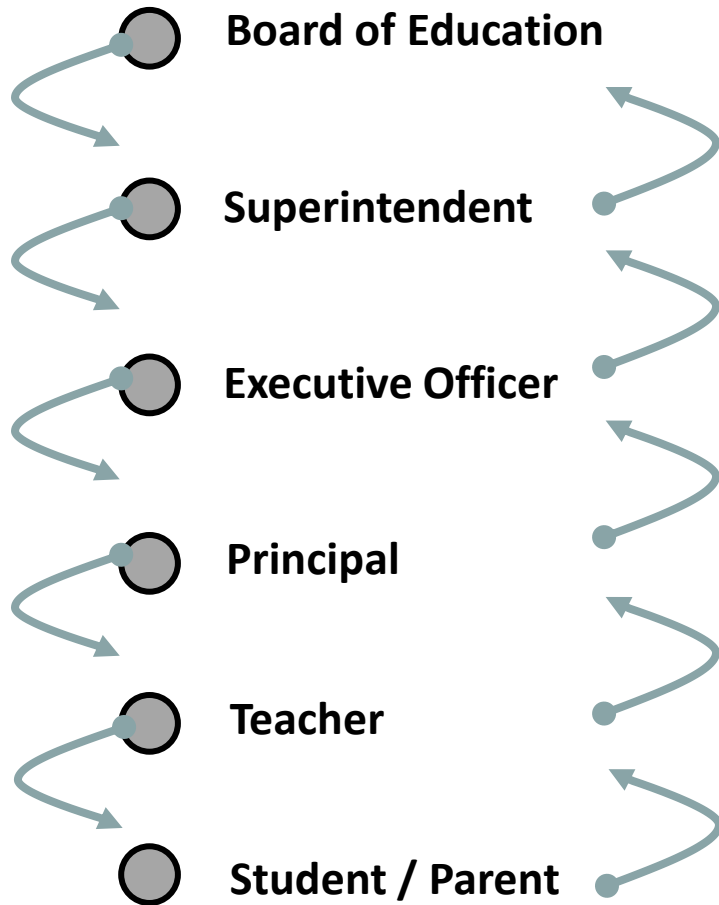
## Proposal: 2014-2017 – First Reading



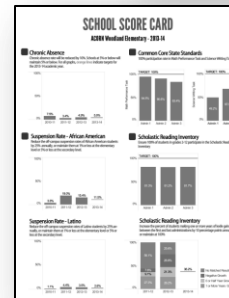
February 26, 2014

v6.4

# OUSD Capacity Building & Coherent Accountability



*District Balanced Scorecard*



*School Balanced Scorecard*



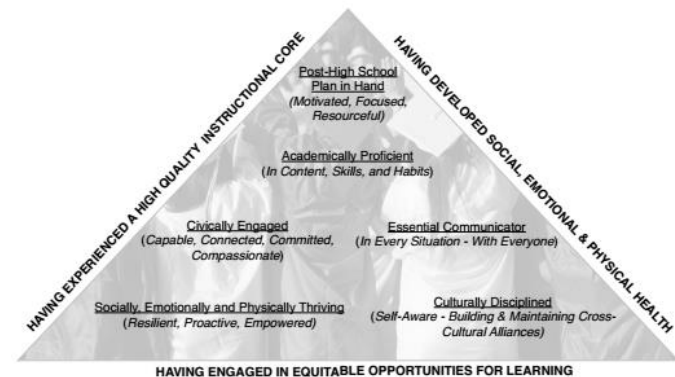
*Student Work & Assessment Results*



# Student-Centered

**Essential Question:** *What is a relatively small set of key, inter-related indicators that provide a picture of how our students are progressing toward the Graduate Profile?*

## Oakland Unified School District Graduate Profile



**"Our graduates are college, career, and community ready!"**

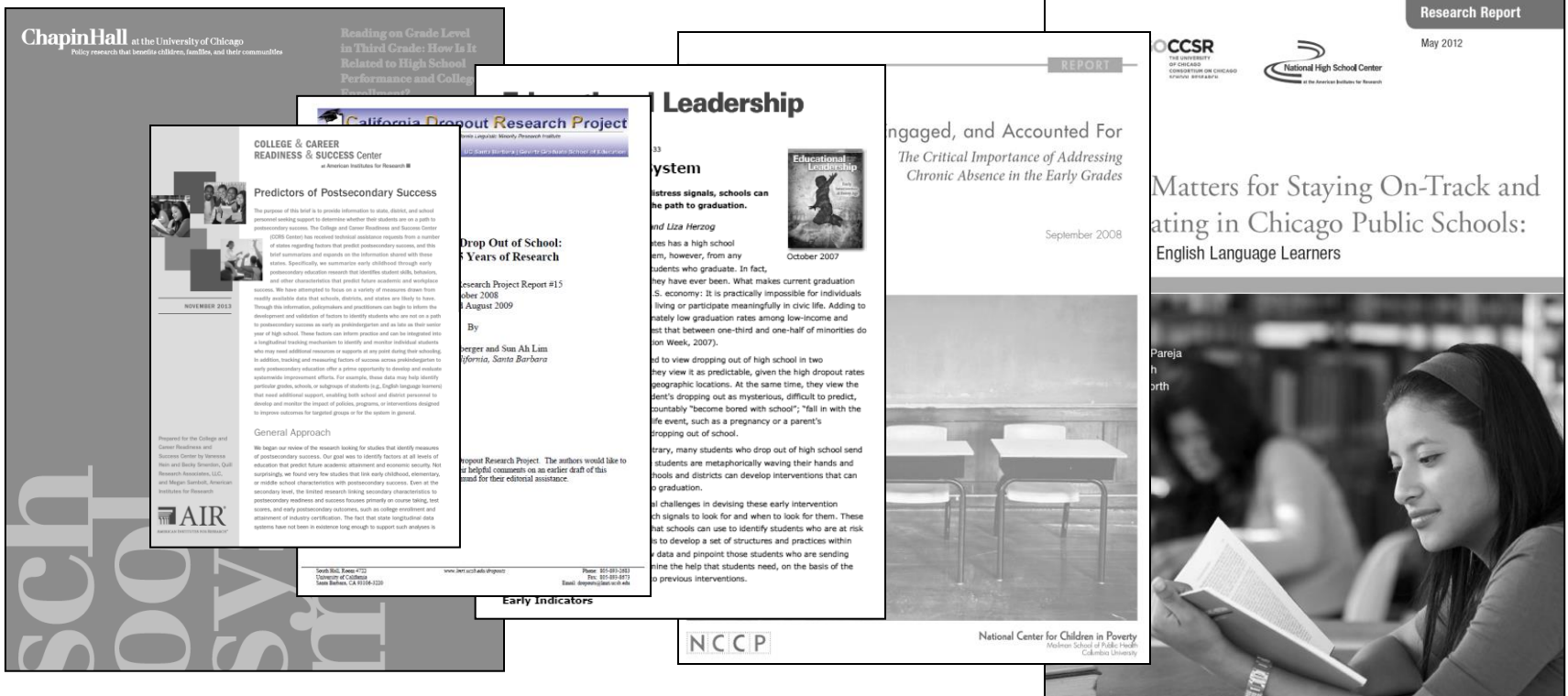


## *Why focus on the Graduate Profile?*

- *The number one goal of our district is to ensure that ALL students will graduate college, career, and community ready.*
  - *Today's reality underscores the need for all students to have full access to a K-12 education that teaches the critical thinking, problem-solving, social and emotional competencies, work-based learning, and civic engagement that can truly prepare students for productive adult lives.*
  - *A student-centered Balanced Scorecard zeroes in on an inter-related set of key indicators that tell us whether students are on-track toward that Graduate Profile – from early childhood to graduation.*
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# Evidence Base Tied to Local Priorities

Evidence and research support a system of early warnings and targeting the indicators that matter most when predicting graduation, college, and career success.



**Chapin Hall** at the University of Chicago  
Policy research that benefits children, families, and their communities

**Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College?**

**California Dropout Research Project**  
The League of Women Voters Research Institute

**COLLEGE & CAREER READINESS & SUCCESS Center**  
at American Institutes for Research

**Predictors of Postsecondary Success**

The purpose of this brief is to provide information to state, district, and school personnel seeking support to determine whether their students are on a path to postsecondary success. The College and Career Readiness and Success Center (CCRS Center) has received technical assistance requests from a number of states regarding factors that predict postsecondary success, and this brief summarizes and reports on the information shared with those states. Specifically, we summarize early childhood through early postsecondary education research that identifies student skills, behaviors, and other characteristics that predict future academic and workforce success. We have attempted to focus on a variety of measures drawn from readily available data that schools, districts, and states are likely to have. Through this information, policymakers and practitioners can begin to inform the development and evaluation of policies to identify students who are on a path to postsecondary success as early as possible and act on it as soon as possible. These factors can inform practice and can be integrated into a longitudinal tracking mechanism to identify and monitor individual students who may need additional resources or supports at any point during their schooling. In addition, tracking and measuring factors of success across postsecondary to early postsecondary education offers a prime opportunity to develop and evaluate sustainable, replicable efforts. For example, these data may help identify and target groups, schools, or subgroups of students (e.g., English language learners) that need additional support, enabling both school and district personnel to identify and monitor the impact of policies, programs, or interventions designed to improve outcomes for targeted groups or for the system in general.

**General Approach**

We began our review of the research looking for studies that identify measures of postsecondary success. Our goal was to identify factors at all levels of education that predict future academic attainment and economic security. Not surprisingly, we found only five studies that use early childhood, elementary, or middle school characteristics with postsecondary success. Even at the secondary level, the most interesting findings regarding postsecondary to postsecondary readiness and success focuses primarily on course taking, test scores, and early postsecondary outcomes, such as college enrollment and attainment of industry certification. The fact that state legislative data systems have not been in existence long enough to support such analyses is

**Drop Out of School: 5 Years of Research**  
Research Project Report #15  
October 2008  
August 2009

By  
Gregger and Sun Ah Lim  
Yfernia, Santa Barbara

**Leadership**

**System**

**Engaged, and Accounted For**  
*The Critical Importance of Addressing Chronic Absence in the Early Grades*

September 2008

**Matters for Staying On-Track and Learning in Chicago Public Schools: English Language Learners**

Research Report  
May 2012

CCSR  
THE UNIVERSITY OF CHICAGO  
CONSORTIUM ON CHICAGO SCHOOL REFORMS

National High School Center  
of the American Institutes for Research

**Early Indicators**

**NCCIP**  
National Center for Children in Poverty  
Mekong School of Public Health  
Columbia University



## *How does the Local Control Accountability Plan contribute to this focus on students?*

- The Local Control Funding Formula allocates more state funding to districts based on groups of students with greater need. In exchange, districts and schools are accountable to spend those resources in ways that enable these students to achieve the Graduate Profile.*
  - The Local Control Accountability Plan (LCAP) guidelines call attention to the many groups of students with greater needs – too many of whom are outside the sphere of success and are not clearly on-track to achieving the Graduate Profile.*
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# Proposed Indicators - DRAFT

The following is an overview of the proposed indicators aligned to the Graduate Profile.

FEATURE	KEY INDICATOR
GRADUATION	Cohort Graduation Rate
	Cohort Dropout Rate
	Grade 10 CAHSEE Pass Rate
COLLEGE READY	12th Grade Grads A-G Completion
	Common Core - SBAC Proficiency <i>(ELA/Math begins 2015-16; grade 3-8, 11)</i>
CAREER READY	Linked Learning Pathway Participation
GRADE LEVEL READING	TK-1 DIBELS
	Grade 3 SRI
	Grade 6 SRI
	Grade 9 SRI
ENGAGEMENT	Chronic Absence Rate
	Suspension Rate

- These indicators, when taken together, help to tell the story of the extent to which students in Oakland Unified School District are on-track to achieving the Graduate Profile.

# Proposed Indicators - DRAFT

The following is an overview of the proposed indicators aligned to the Graduate Profile.

- In order to effectively monitor progress for **English Language Learners** and **Students with Disabilities**, specific additional metrics have been identified to be included in the District Balanced Scorecard.

<b>English Language Fluency</b>	Grade 5 CELDT Proficient
	Grades 6 - 12 Reclassification Rate for Long-Term English Learners
	TK-12 Reclassification Rate
<b>Special Education Identification</b>	Disproportionality of African American Males identified with Emotional Disturbance



# Targeted Students - DRAFT

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The following is an overview of the proposed targeted students aligned to the LCAP.

- Students typically outside the sphere of success need additional monitoring in order to track their progress and continued needs. The District Balanced Scorecard will report on the District as a whole, as well as progress for each group listed here, in each Key Indicator.

## **TARGETED STUDENTS**

- **All Students - Grades TK-12**
- **African American Students**
- **African American Male Students**
- **Latino Students**
- **English Language Learners**
- **Students with Disabilities**
- **Foster Students**



# Proposed Indicators - DRAFT

Overview of the proposed indicators & targeted students aligned to the Graduate Profile.

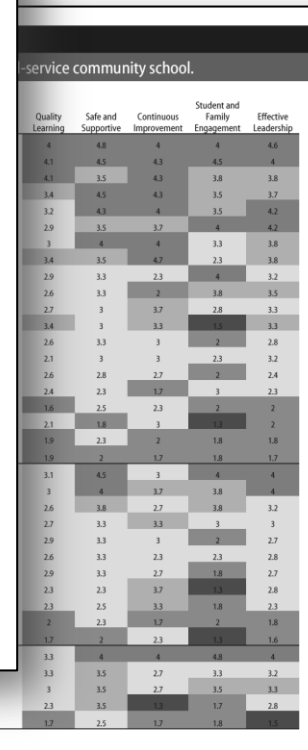
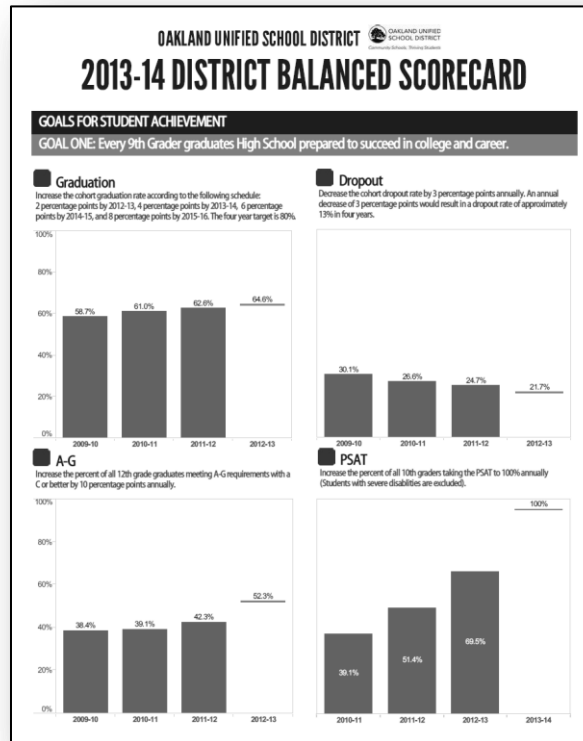
FEATURE	KEY INDICATOR	TARGETED STUDENTS
GRADUATION	Cohort Graduation Rate	• All Students - Grades TK-12
	Cohort Dropout Rate	• African American Students
	Grade 10 CAHSEE Pass Rate	• African American Male Students
COLLEGE READY	12th Grade Grads A-G Completion	• Latino Students
	Common Core - SBAC Proficiency <i>(ELA/Math begins 2015-16; grade 3-8, 11)</i>	• English Language Learners
CAREER READY	Linked Learning Pathway Participation	• Students with Disabilities
		• Foster Students
GRADE LEVEL READING	TK-1 DIBELS	Grade 5 CELDT Proficient
	Grade 3 SRI	Grades 6 - 12 Reclassification Rate for Long-Term English Learners
	Grade 6 SRI	TK-12 Reclassification Rate
	Grade 9 SRI	Special Education Identification
ENGAGEMENT	Chronic Absence Rate	Disproportionality of African American Males identified with Emotional Disturbance
	Suspension Rate	



# Whole School – Whole Child

District Balanced Scorecard to be presented in two parts.

**PART A:**  
How is the District Doing?



**PART B:**  
How are Targeted Students Doing?



# Whole School – Whole Child

District Balanced Scorecard to be presented in two parts. **SAMPLE MATRIX**

## PART B: How are Targeted Students Doing?

	GRADUATION			COLLEGE READY	CAREER READY	GRADE-LEVEL READING				ENGAGEMENT		ENGLISH LANGUAGE FLUENCY			SPECIAL EDUCATION IDENTIFICATION	
	Cohort Graduation Rate	Cohort Dropout Rate	Grade 10 CAHSEE Pass Rate	12th Grade Grads A-G Completion	Common Core SBAC ELA / Math Proficiency (begins 2015-16)	Linked Learning Pathway Participation Rate	TK-1 DIBELS	Grade 3 SRI	Grade 6 SRI	Grade 9 SRI	Chronic Absence Rate	Suspension Rate	Grade 5 CELDT Proficient	Grades 6 - 12 LTEL Reclassification Rate	TK-12 Reclassification Rate	Disproportion of Emotional Disturbance Identification for AAMA
ALL STUDENTS - Grades TK-12																
African American Students																
African American Male Students																
Latino Students																
English Language Learners																
Students with Disabilities																
Foster Students																



# LCAP Engagement Guiding Questions

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## Strategy: Inform & Engage

- *When taken together, in what ways do these metrics define whether or not students are on-track to achieve the Graduate Profile?*
- *What are the pros & cons (benefits / trade-offs) of these chosen metrics? What other metrics might be used?*
- *How can the District Balanced Scorecard and School Balanced Scorecard best be used to drive continuous improvement efforts?*

Similar to the Strategic Planning process, activities will be developed to inform and engage stakeholders in order to gather input into the Balanced Scorecard and Other Relevant Goals for the Local Control Accountability Plan.

***Engagements will occur in March as part of scheduled LCAP engagements.***

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# Questions & Answers

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# Discussion

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## MAKING THE CASE FOR A STUDENT-CENTERED BALANCED SCORECARD

### A Focus on Our Graduate Profile

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## Oakland Unified School District

### Our Graduate Profile

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# APPENDIX II: Graduate Profile

## Oakland Unified School District Graduate Profile



**“Our graduates are college, career, and community ready!”**



## Strategies and Investments to Support Continuous Improvement

# APPENDIX III: Continuous Improvement



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students

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**The district is investing in, aligning and deepening the work in a variety of areas to support schools in their continuous improvement efforts. Examples include;**

**Data Analysis Supports** through data warehouse and reporting tools => data reporting efficiencies lead to increased capacity for analysis (*turning data into actionable information!*)

**School Quality Review** leading for schools to improved theories of action, focus areas, detailed action plans (*In some cases more intense facilitation supports provided throughout planning cycle.*)

**Community School Strategic Site Plan (CSSSP)** capacity building training to support entire school community to drive improvement efforts.

**Instructional Rounds** capacity building of leaders, teachers & central staff to monitor and assess implementation of improvement plan.

**Cycles of Inquiry** training and modeling provided through network meetings, inquiry cohorts, CSSSP facilitation, and other venues.

**Educator Effectiveness** partnering with OEA and UAOS to implement pilots for support and evaluation to ensure high quality teaching and leadership

# APPENDIX IV: Operational Excellence Dashboard - DRAFT

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## Operational Excellence

### DRAFT - Dashboard Metrics

# APPENDIX IV: Operational Excellence Dashboard - DRAFT

In order to continue monitoring critical **Conditions for Learning** the district may develop an *Operational Excellence Dashboard* using the currently adopted metrics as a baseline.

## Metric

## Timeline

<input type="checkbox"/> <b>Discipline Referral</b>	Update on Baseline and Goal Setting, Winter 2015
<input type="checkbox"/> <b>Teacher Growth &amp; Effectiveness</b>	Update on Baseline and Goal Setting, Winter 2015
<input type="checkbox"/> <b>Teacher Engagement &amp; Learning</b>	Update on Baseline and Goal Setting, Winter 2015
<input type="checkbox"/> <b>Teacher Retention</b>	Update on Baseline and Goal Setting, Winter 2015
<input type="checkbox"/> <b>School Quality Reviews</b>	Performance Heat Map Update, Fall 2014
<input type="checkbox"/> <b>Revenue &amp; Expenses</b>	Performance Update, Fall 2014
<input type="checkbox"/> <b>Budget Allocation Part I</b>	Update on Investment Tracker, Fall 2014
<input type="checkbox"/> <b>Budget Allocation Part II</b>	Performance Update, Fall 2014