OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Overview of the Strategic Regional Analysis (SRA)

Using Data to Chart Our *Pathway to Excellence: 2015-2020*

Executive Summary: In order for <u>all</u> young people in Oakland to graduate college, career, and community ready, there must be quality schools serving <u>every</u> neighborhood. The Strategic Regional Analysis (SRA) is an evidence-based planning document that will help us achieve this vision. While the District has been using data for years, this is a new tool in terms of its scope and comprehensiveness.

All students need and deserve a quality education – it should not matter where a student lives or what a student's life circumstances might be. The SRA is intended to identify the areas in need of additional resources to improve the quality options available to increase student achievement. The SRA will therefore inform how we fund, support, and resource our schools.

The SRA supports the Pathway to Excellence 2015-2020 Strategic Plan, which focuses on three strategic priorities: 1) Effective Talent Programs; 2) Accountable School District; and 3) Quality Community Schools. The SRA informs planning and decision-making for all three priority areas.

We look forward to working with all of the district's numerous stakeholders to ensure a solid understanding of the extensive data and to work together in developing our responses to the analysis.

Overview:

As a district, our goal is to ensure that we are good stewards of our schools and are intentional in expanding our portfolio of quality community schools in every neighborhood. The OUSD School Performance Framework, currently under development, will include multiple measures of school quality and school improvement over time, and will anchor our shared expectations for **quality**.

For the first time in Oakland, the Strategic Regional Analysis (SRA) brings together a variety of data to paint a picture of the current state of school performance, district enrollment and demographics, school choice and enrollment patterns, facilities capacity, and school programs by region, and reveals the gaps for each.

This document is intended to identify the areas in need of additional resources to improve the quality options available to increase student achievement. The SRA will therefore inform how we fund, support, and resource our schools.

What it is…	What it is <u>not</u>…
• A starting point for discussion	• Intended to blame teachers, leaders, or communities for the information in the SRA
• Factual (quantitative) data on the state of our district	
• Objective look into our district's portfolio of schools	• Meant to be an end all or capturing of the complete picture
• Proof of the need for urgency and for expanding quality options in every neighborhood	
• Information for the *Pathway to Excellence* committees to inform recommendations	• A conclusion to discussion

It is the District's responsibility to address: Access, Equity, Quality, and Resources to improve the outcomes for students – We Know All Are Needed!

Five Regions Defined

The SRA analyzes the data for five regions of Oakland:
- West
- Northwest
- Central
- Northeast
- East

In determining the boundaries, we looked at whether there were shared factors for students and families living in different parts of Oakland with respect to income/poverty, language, race/ethnicity, and culture. Five regions emerged. The five regions allow for the particular assets and needs of different communities to be visible and not "watered down" within the larger citywide discussion about quality public school programs and facilities.

The SRA then maps by region all public schools, enrollment and school choice patterns, facilities, environmental stress factors to produce an analysis for each of the five regions.

Regions and Schools

There are 124 public schools in Oakland – 86 are district-run schools, 32 are district-authorized charter schools, and 6 are Alameda County-authorized charter schools.

The 118 OUSD district-run schools and OUSD charter schools serve 48,000 students.

School Environment/Place Matters

Schools located in neighborhoods with the highest levels of Environmental Stress Factors are heavily concentrated in the West and East regions. Environmental stress factors tend to be interrelated and concentrated in certain geographic areas of Oakland where violent crime, unemployment, housing vacancy, and poverty rates are high; where air quality is poor; where access to fresh food is limited; and where liquor stores may outnumber grocery stores.

These environmental stress factors have a compounding effect on schools located in the most disinvested parts of the city, largely serving students who come from the surrounding high stress communities.

Demographics and Enrollment

Over the past five years, the combined student enrollment for OUSD district-run and charter schools has remained stable at about 48,000 students, with OUSD charter schools increasing their share (now 23%). This means that nearly one in four OUSD students attends a charter school.

The largest racial/ethnic group remains Latino (42.8% and rising), while the second largest group is African American (27.9% and declining). The enrollment of English Language Learners is now 30.8% and growing.

Capture Rate

Overall, the "capture rate" or percentage of Oakland school-aged children who are enrolled in OUSD schools is 75% in grades K-12. Kindergarten has the highest capture rate (87%) and grade 9 has the lowest (79%), meaning that more Oakland families with kindergarten-aged children are enrolling in OUSD district-run and charter schools.

Our enrollment projections for district-run schools for the next school year, 2015-16, is expected to decline slightly (an estimated 0.6%) except in the Central region, where enrollment is expected to increase by about 2%. Part of the decline in enrollment in district-run schools may reflect continuing growth in enrollment in OUSD charter schools, which have experienced a steady three-year growth rate of 30% between 2011 and 2014.

Transition Grades

About **one in three** students who attended OUSD district-run schools in grade 5 enroll in another type of school for grade 6 (such as OUSD- or County-authorized charter school, private school, another district, etc.). In the Northwest region, the rate is **one in two** students.

About **one in four** students who attended OUSD district-run schools in grade 8 enroll in another type of school for grade 9 (such as OUSD- or County-authorized charter school, private school, another district, etc.). In the Northwest region, the rate is more than **one in three** students.

These numbers indicate the need for more quality OUSD district-run school options for middle school and high school.

School Performance: 2014-15 interim school quality index

Next year, we will have a School Performance Framework that uses multiple measures of quality across district-run and charter schools. This year, the SRA utilized a proxy index based on the most recent available data available from the state:
- 2013 Academic Performance Index (API)
- 2013 Similar Schools Rank (This indicator makes visible schools with high or low APIs as compared to 100 California schools *with similar students and conditions.*)
- 2013 cohort graduation rate (high schools only)
- 2013 A-G completion rate (high schools only)

Using the 2014-15 interim school quality index, the SRA shows the distribution of lowest quality schools across the West, Central, and East regions. The highest quality schools in any region are all charter schools except for Lincoln Elementary. (Note: some schools were missing data for a key indicator and therefore were not rated using the index.)

Central region has the highest percentage of K-12 students who live in the region and attend high quality schools, based on the 2014-15 interim school quality index (23%).

School Choice

In 2005, OUSD adopted an Options policy and lottery process that allows families to submit applications for school choice among district-run schools, rather than be automatically assigned to the school in their neighborhood attendance areas. Those who submit applications by the Options winter deadline are eligible for the lottery. Those who submit applications after the lottery may still choose, but choices are limited by the space available. Most choice applications are for Kindergarten and for transitional grade 6 for middle school and grade 9 for high school, when many students are entering school for the first time or moving to a different school level.

The number of families submitting applications for district-run school choices (whether during or after the Options lottery window) has declined somewhat over the past five years. The West has the highest percentage of families who did not submit an application. Central has the lowest percentage of families who did not submit an application.

The Northwest had by far the highest rates of families choosing a district-run school in their neighborhood attendance area (55%) or in their larger region (90%). The West and Northeast regions had the lowest rates of families choosing a district-run school in either their neighborhood attendance areas or region, with more than 6 out of ten families choosing outside the region.

District-wide, about **three of four** families who submit applications are initially assigned to their first choice school. This varies somewhat by region, however, with the Northeast having the lowest kindergarten rate (68%) and the East having the lowest grade 9 rate (65%).

Depending on the region, between 4% and 16% of families are assigned to **none** of their choices. Some of these are late applications submitted after the January deadline for inclusion in the Options lottery.

Families who did not get their first choice school were much less likely to enroll in an OUSD district-run school, compared to families who did get their first choice. This varies by region. For example, 33% of families living in the West region that did <u>not</u> get their first choice school for kindergarten did not ultimately enroll in a district-run school, compared to 9% of kindergarten families living in the West region that did get their first choice. West region kindergarten families were three times less likely to enroll in a district-run school if they did not get their first choice. By contrast, only 13% of kindergarten families living in the East region that did not get their first choice school did not enroll in a district-run school. This was just slightly higher than the 11% of East region kindergarten families who did get their first choice, but did not enroll in a district-run school for kindergarten.

Similar enrollment patterns exist across all regions for grade 6 and grade 9 families. The rates of families not enrolling in district-run schools for grades 6 and 9 is notably higher for those families in each region who were not assigned to their first choice school.

Families who submit applications are generally choosing schools with higher APIs across all regions. Across all regions, the first choice school, the final assigned school, and the enrolled school have higher APIs than the average API at the school in the neighborhood attendance area.

Live-Go Patterns
Patterns of where students live and where they go to school vary by region and grade level. The Northwest region has the highest rate of students who live and go to school within the region (81%). The Northeast has the lowest rate (44%), followed by the West region (51%).

Distance Travelled
OUSD students travel a total of 127,037 miles each way to OUSD district-run and OUSD charter schools daily. Students attending an OUSD district-run or charter school in the West travel the greatest average distance to get to school (5.4 miles each way).

Summary Take-aways

- Regions requiring attention: West Oakland and East Oakland
- Our city needs more quality middle school and high school options
- Families are willing to travel for choice and quality

- We need a common enrollment system for OUSD district-run and charter schools
- We need common measures of school quality and progress – all schools playing by the same rules
- We need to replicate some of the quality programs that have worked

Discussion Questions:

1) What in this data set validates your assumptions or perceptions? What in this data set challenges your assumptions or perceptions?

2) What are some summary take-aways that emerge from the SRA?

3) What are some of the best ways to engage each region, neighborhood, community, and school in discussions around the SRA?

4) As a District that strives to be accountable for the improved outcomes of students, how can the SRA, as an annual data report be used to measure the effectiveness of the District's initiatives and policies to provide quality options in every neighborhood?

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