

Re-Envisioning Measuring Quality...

EVERY CHILD – COLLEGE, CAREER & COMMUNITY READY

Student-Centered Balanced Scorecard

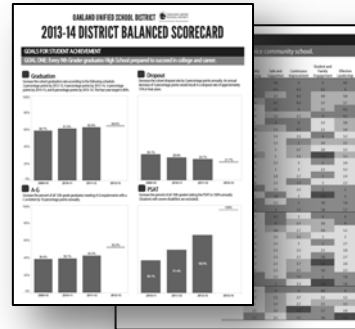
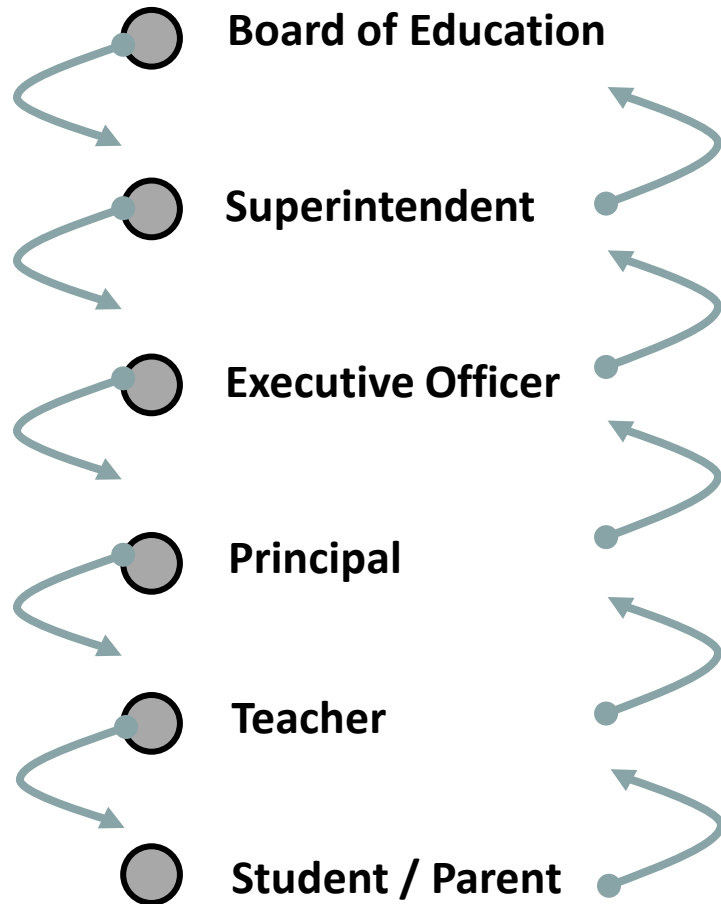
Proposal: 2014-2017 – First Reading



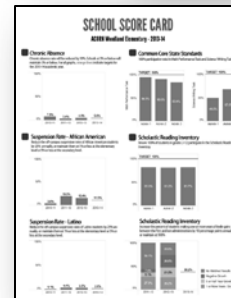
February 26, 2014

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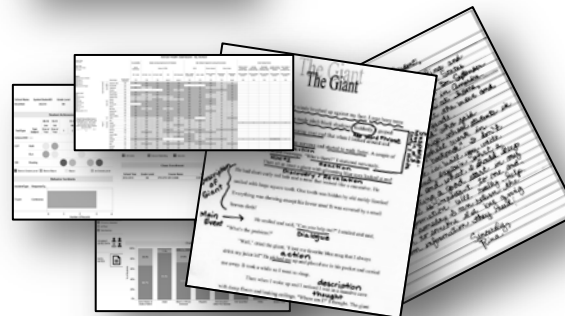
OUSD Capacity Building & Coherent Accountability



District Balanced Scorecard



School Balanced Scorecard



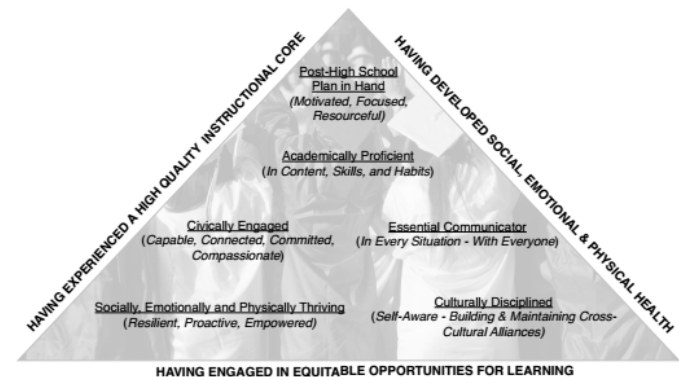
Student Work & Assessment Results



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.*
-

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 Readiness?

College & Career Readiness & Success Center
at American Institutes for Research

Predictors of Postsecondary Success

NOVEMBER 2013

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

By
Gregory and Sun Ah Lam
Liferis, Santa Barbara

Leadership

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

May 2012

Early Indicators

NCCIP
National Center for Children in Poverty
Northwest 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.*
-

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.

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

Targeted Students - DRAFT

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.

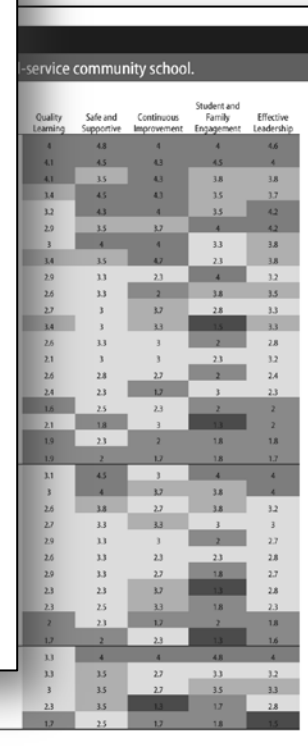
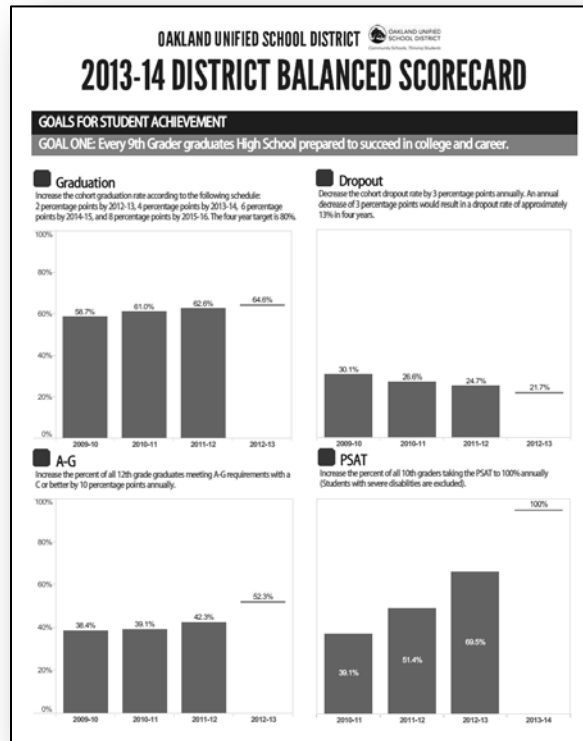
FEATURE	KEY INDICATOR	TARGETED STUDENTS						
GRADUATION	Cohort Graduation Rate	<ul style="list-style-type: none"> • All Students - Grades TK-12 • African American Students • African American Male Students • Latino Students • English Language Learners • Students with Disabilities • Foster Students 						
	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	<table border="1"> <tr> <td rowspan="3">English Language Fluency</td> <td>Grade 5 CELDT Proficient</td> </tr> <tr> <td>Grades 6 - 12 Reclassification Rate for Long-Term English Learners</td> </tr> <tr> <td>TK-12 Reclassification Rate</td> </tr> <tr> <td>Special Education Identification</td> <td>Disproportionality of African American Males identified with Emotional Disturbance</td> </tr> </table>	English Language Fluency	Grade 5 CELDT Proficient	Grades 6 - 12 Reclassification Rate for Long-Term English Learners	TK-12 Reclassification Rate	Special Education Identification	Disproportionality of African American Males identified with Emotional Disturbance
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Grade 3 SRI								
Grade 6 SRI								
Grade 9 SRI								
ENGAGEMENT	Chronic Absence Rate							
	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

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.

Questions & Answers

Discussion



MAKING THE CASE FOR A STUDENT-CENTERED BALANCED SCORECARD

A Focus on Our Graduate Profile



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Student-Centered Balanced Scorecard

Linking Capacity Building and Accountability
to ensure each student achieves
the Graduate Profile:
“College, Career & Community Ready”



MAKING THE CASE FOR A STUDENT-CENTERED BALANCED SCORECARD

A Focus on Our Graduate Profile

INTRODUCTION

The journey to our Graduate Profile begins in early childhood, with landmarks along the way that let us know whether all of our children are on the path to high school graduation, prepared for college, career, and community. A student-centered Balanced Scorecard tells us how our students are doing, including the groups of students who are currently outside of the sphere of success in our K¹-12 schools.

We also know that young people in the 21st century need an education that prepares them as creative, critical thinkers and problem-solvers, with respect for diversity and with the social and emotional skills and competencies that enable them to work with others in their jobs and to contribute to their communities. With the introduction of the Common Core State Standards in English Language Arts and Mathematics and the Next Generation Science Standards, our public school system is shifting what we teach and how we teach it to better prepare students for the thinking jobs and complex issues of our increasingly globalized society.

Taking a research-based approach, we know that third-grade reading level influences eighth-grade reading performance, and that eighth-grade reading performance influences ninth-grade course performance. Ninth-grade course performance influences high school graduation rates and college enrollment.² Reading is fundamental, and we need to work to ensure that students reach and remain at reading levels that are at or above grade level throughout their K-12 education.

We hold this expectation for all students, including our English Language Learners and our students with mild to moderate disabilities. We know that Long-Term English Learners who take longer than six years to be reclassified as Fluent English Proficient have lower odds of

¹ K stand for Kindergarten. Throughout this document, K also includes Transitional Kindergarten -- the first year of a two-year kindergarten program specifically designed for children who turn five in the fall of their kindergarten year. It uses a modified kindergarten curriculum that is developmentally appropriate for younger children. It provides a bridge between preschool and traditional kindergarten and is intended to help students with fall birthdays become more successful in their future years of schooling

² Lesnick, J., George, R.M., Smithgail, C., & Gwynne, J. (2010). Reading on Grade Level in Third Grade: How is lit related to high school performance and college enrollment? Chapin Hall at the University of Chicago.

graduating from high school,³ so it is important to monitor the academic English language development and reclassification rates for English Learner students, who make up about one-third of our students.

We also know that students need to be in school every day in order to learn. When students miss too much school, they are likely to fall behind. Missing 10% or more of the school year represents a “tipping point” that has a negative impact -- both short-term and long-term -- on student achievement, especially for students from disadvantaged families.⁴ Chronic absence is particularly high in Kindergarten and first grade, and affects student achievement levels in later years in both literacy and math. If we want all students reading at grade level by third grade, we need to monitor and address attendance in the early years. Moreover, we know that students with good attendance in elementary school are less likely to be chronically absent and disengaged in middle school and high school, when chronic absenteeism tends to rise.

Suspensions are an indicator of school culture and climate, and are also an indicator of student engagement. Suspensions, together with chronic absence and failing grades in core academic courses as early as sixth grade, is a key early warning indicator that a student may be at risk for dropping out of school at some point in the future.^{5 6} Suspensions disproportionately affect our African American students, particularly the male students, and spike in middle school, resulting in many lost days of instruction. Nationally and in Oakland, African American males are disproportionately identified with Emotional Disturbance disability, and this group is also disproportionately suspended or expelled, and is over-represented in the juvenile correctional system.⁷ This is why the proposed indicators also include a way to measure disproportionality in suspensions and Special Education identification for Emotional Disturbance behaviors.

Most indicators proposed for the 2014-15 District Balanced Scorecard have established, research-supported thresholds that identify the levels at which students are most likely to be prepared for college and career, while others are predictive of high school graduation and decreasing the risk of drop-out. The indicators are meant to be viewed as a comprehensive,

³ Gwynne, J., Pareja, A.S., Ehrlich, S.B., & Allensworth, E. (2012). *What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on English Language Learners*. University of Chicago Consortium on Chicago School Research.

⁴ Chang, H., & Romero, M. (2008, September). *Present, Engaged, and Accounted For: The critical importance of addressing chronic absence in the early grades*. National Center for Children in Poverty at the Mailman School of Public Health, Columbia University.

⁵ Neild, R. C., Balfanz, R., & Herzog, L. (2007, October). *An Early Warning System*. *Educational Leadership*, Vol. 65, No.2.

Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007). *Preventing student disengagement and keeping students on the graduation path in urban middle schools: Early identification and effective interventions*. *Educational Psychologist*, Vol. 42, No. 4.

⁶ Rumberger, R. W., & Lim, S. A. (2008, October – revised 2009, August). *Why Students Drop out of School: A Review of 25 Years of Research*. California Dropout Research Project #15. University of California, Santa Barbara.

⁷ Osher, D., Woodruff, D., & Sims, A. E. (2002). *Schools Make a Difference: The Overrepresentation of African American Youth in Special Education and the Juvenile Justice System*. In *Racial Inequality in Special Education*, by Daniel J. Losen & Gary Orfield (Eds.). Harvard Education Publishing Group.

composite profile of inter-related indicators⁸ for improved post-high school outcomes for all students, and for tracking the progress of groups of students who are outside the sphere of success. The Balanced Scorecard **as a whole** also highlights the role played by elementary, middle, and high schools in contributing to these post-secondary outcomes, including for those groups of students for whom the data indicates a need for greater support.

⁸ Predictors of Post-Secondary Success (2013, November). College & Career Readiness & Success Center, American Institutes for Research (AIR).

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?*

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 TK-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.

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 resource sin 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.

What are the main features of our proposal for the 2014-15 Balanced Scorecard?

- **Backward mapping from the Graduate Profile**
 - Graduation
 - College Readiness
 - Career Readiness
 - Common Core Education (Critical Thinking, Problem-Solving)
 - Literacy / Reading
 - Engagement
 - English Learner Reclassification
 - Students with Disabilities - Disproportionality

● Key Indicators

- **Graduation**
 - Cohort Graduation / Dropout Rates
 - California High School Exit Exam pass rate, Grade 10
- **College Readiness**
 - A-G completion with a “C” or better
- **Career Readiness**
 - Linked Learning Pathway participation (grades 10-12)
- **Common Core Education** (Critical Thinking, Problem-Solving)
 - Proficiency in English Language Arts & Mathematics on the Smarter Balanced Assessment Consortium state tests (starting in 2015)
- **Literacy**
 - Meeting reading benchmark by end of Grade 1
 - Reading at grade level by Grades 3, 6, & 9
- **Engagement**
 - Chronic Absence Rate
 - Suspension Rate
- **English Language Fluency**
 - English Language Learner Fluency Reclassification Rate
- **Special Education Identification**
 - Disproportionality for African American males identified with Emotional Disturbance Disability

GRADUATION



INDICATOR: Cohort Graduation / Cohort Dropout Rates

For the past four years, all states have used the Cohort Graduation Rate to measure the proportion of high school students who graduate within four years of entering ninth grade. Students who drop out are counted as part of the cohort, along with those who remain enrolled after four years.

Most high school students should be able to graduate in four years with their ninth grade cohort. Thus, the cohort graduation rate is an indication that students are on-track throughout their four years of high school.

At the same time, we recognize that graduation – whether with one’s cohort or not – is clearly an important milestone in preparing students for college, career, and life. Without a high school diploma, many doors will be closed and a student’s life chances are far more limited.

For this reason, we also focus on reducing the cohort dropout rates by holding onto students who need an extra summer or an extra year or more to reach that graduation milestone, even though these students are not counted in the cohort graduation rate.

INDICATOR: California High School Exit Examination – Passing in 10th Grade

All high school students in California must pass a test to earn a high school diploma, with the exception of some students with disabilities. This test, called the California High School Exit Exam (CAHSEE), was created to ensure that students graduate from high school with a minimum level of skills in reading, writing, and math.

Students take this test in grade 10, and must pass both the English Language Arts and Math sections in order to pass the test. The test is at a grade 10 level in English Language Arts, and covers math through the first part of Algebra 1. Since the test is at a 10th grade level or lower, the grade 10 CAHSEE pass rate indicates whether 10th graders are at grade level and on-track to graduate.



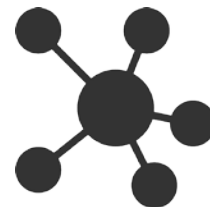
COLLEGE READINESS

INDICATOR: A-G Completion with a “C” or Better

California high school graduates have the opportunity to attend college in two of the nation’s best and largest public university systems. However, a diploma is not enough. To be eligible for admission to the University of California or California State University system, graduates must meet the “A-G” high school course requirements with a grade of “C” or better. A-G completion is therefore a key indicator of college readiness.

Specifically, students must complete a set of 15 college-preparatory courses drawn from seven subject areas, and each course must be approved for its content and rigor by the UC Office of the President, aligned, for example, to the standards and expectations of the Common Core. 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



COMMON CORE EDUCATION

INDICATOR: Proficiency on Common Core-Aligned Smarter Balanced Assessment Consortium state tests in English Language Arts and Mathematics

California is one of 45 states and the District of Columbia that have adopted the Common Core State Standards in English Language Arts and Mathematics. These standards emphasize critical thinking, problem solving, analysis, evidence-based writing, and other knowledge and skills that are relevant in the real world, *“reflecting the knowledge and skills that our young people need for success in **college and careers.**”*⁹ A Common Core education for all students is therefore preparing students not only for college, but for careers in the thinking jobs of the 21st century.

California and about half of the states that have adopted the Common Core will be assessing student learning by administering the assessments designed by the Smarter Balanced Assessment Consortium [SBAC] for students in grades 3-8 and 11¹⁰. Starting in Spring 2015, SBAC will replace most existing state standardized tests aligned to the old state standards in English Language Arts and Mathematics. The computer-based SBAC assessments measure the teaching and learning of the Common Core State Standards, and include a variety of performance tasks, such as evidence-based writing and math problems that require students to show their mathematical reasoning

Because the SBAC assessments will be fully administered and scored for the first time in Spring 2015, the SBAC baseline proficiency results will not appear on the District Balanced Scorecard until Fall 2015.

⁹ From the Common Core State Standards Initiative website, Mission Statement. <http://www.corestandards.org/>

¹⁰ SBAC testing for grades 9 and 10 might be added in future years, after 2014-15, though no definite plans have been announced.



CAREER READINESS

Indicator: Linked Learning Pathway Participation Rate (Grades 10-12)

Linked Learning College & Career Pathways offer our high school students an opportunity to participate in an industry-themed course of study and work-based learning, including job shadowing, paid and unpaid internships. Each Pathway focuses on a particular field or industry, including health and bioscience, architecture, green energy, social entrepreneurship, business and finance, law, and more. Most Linked Learning Pathways are for students in grades 10-12, and most include a college preparatory core curriculum that emphasizes real world applications, as well as technical career-related core courses that meet industry standards.

By connecting classroom learning with real world applications and students' career interests, Linked Learning makes high school more relevant and engaging. In Oakland, our Pathway participants have higher graduation rates than non-Pathway students, underscoring the importance of our Strategic Plan goal for 80% Pathway participation and completion for OUSD high school students



GRADE-LEVEL READING

INDICATOR: % meeting benchmark for Oral Reading Fluency on DIBELS (Dynamic Indicators of Basic Early Literacy Skills) by end of Grade 1

Students learn foundational early literacy skills in kindergarten and first grade, and some of these skills also serve as predictors of third grade reading. The TK-1 goal is for all first grade students to reach the benchmark of 40 words per minute in Oral Reading Fluency as measured by DIBELS.

Note that this DIBELS indicator only measures fluency, and students may meet this benchmark without necessarily comprehending what they are reading. Over the 2014-15 school year, we will be transitioning from DIBELS to a comprehensive reading assessment based on the Fountas and Pinnell (F&P) Text Level Gradient™ that will better align to the Common Core State Standards' expectation to provide students with a grade-by-grade staircase of increasing text complexity and steady growth in reading comprehension.

INDICATOR: % at Grade Level by grades 3, 6, and 9, as measured by Scholastic Reading Inventory

Reading at grade level by Grade 3 is an indicator that students have learned basic decoding skills and can read with comprehension at grade-level text complexity and vocabulary. Reading at grade level by Grade 3 is a predictor of later reading levels, course-taking and grades, and ultimately of graduation from high school.

Reading at grade level in Grades 6 and 9 are indicators that students are on-track at the beginning of middle school or high school and are able to read and understand the increasingly complex academic texts across content areas and disciplines, from English literature to Science, Math, Social Studies, and the Arts.

The Scholastic Reading Inventory (SRI) is administered to all students in grades 2-12, and provides a Lexile score that indicates whether a student is reading within a Lexile range that is at or above grade level, and also sets the Lexile level for comprehending college and career level text. By focusing on grades 3, 6, and 9, it is possible to identify groups of students for interventions that accelerate their reading levels to get back on track toward the Graduate Profile.

ENGAGEMENT



INDICATOR: Chronic Absence Rate

Missing 10% or more of the school year for any reason – excused or unexcused – marks a “tipping point” that has an impact on student learning and achievement, with both short-term and long-term consequences. Typically, school systems focus on Average Daily Attendance and truancy (unexcused absences), which can miss those students with excused absences who are missing too much school and whose academic achievement is most likely to suffer.

Our goal for schools and for the district is to reduce chronic absence rates to just 5% or less of enrolled students.

INDICATOR: Suspension Rate

The Suspension Rate refers to the proportion of students who received one or more out-of-school suspension during the school year. Suspensions punish and remove students from the classroom learning environment. They are an indicator of school culture and climate, and of student engagement.

In Oakland, African American students in particular are suspended at a disproportionate rate. In the 2011-12 school year, for example, African American students made up 32% of all OUSD students, but were 63% of suspended students. In October 2012, OUSD voluntarily adopted an Office of Civil Rights Agreement to Resolve disproportionate school discipline for African American students by 2017. In doing so, the district is committing to the transformation of school cultures in a way that eliminates disproportionality and keeps all students in the classroom engaged in learning.

The goal for elementary schools is to reduce suspensions to 1% of students or less, for the school as a whole and for all groups of students. For secondary schools, the goal is to reduce suspensions to 5% of students or less, for the school as a whole and for all groups of students. The district-wide goal is to reduce suspensions to 3% of students or less, for the district as a whole and for all groups of students.

ENGLISH LANGUAGE FLUENCY



INDICATOR: District-wide English Language Learner Reclassification Rate

Students who enter U.S. schools as English Language Learners take several years before they are ready to be reclassified as Fluent English Proficient. Those who are reclassified – particularly by the end of elementary school -- tend to stay on a path to graduation. However, Long-Term English Language Learners -- those who are enrolled in U.S. schools for more than 6 years without being reclassified – face academic difficulties and low odds of graduating. Currently, 69% of English sLearners in grades 6-12 are Long-Term English Language Learners.

If the expectation is that all English Language Learners should reach academic English fluency (in speaking, listening, reading, and writing) within 6 years of entering U.S. schools, then the goal for the district's Reclassification Rate is 16.5% (or one-sixth per year).

INDICATOR: Grade 5 Proficiency on California English Language Development Test (CELDT)

The goal for elementary schools is that, by Grade 5, students who have been enrolled since kindergarten should reach an overall Level 4/5 on the California English Language Development Test (CELDT), with no less than a score of 3 in any single domain.

INDICATOR: Grade 6-12 English Learner Reclassification Rate

For middle schools and high schools, the reclassification rate for Long-Term English Language Learners other non-newcomer English Language Learners should be 30% per year.

IDENTIFICATION OF STUDENTS WITH DISABILITIES



INDICATOR: Disproportionality in Identification of Students with Emotional Disturbance Disability

African American students, and African American males in particular, are disproportionately identified as students with Emotional Disturbance disability. This group of students experiences the highest rates of suspension and expulsion, and is overrepresented in the juvenile justice system.

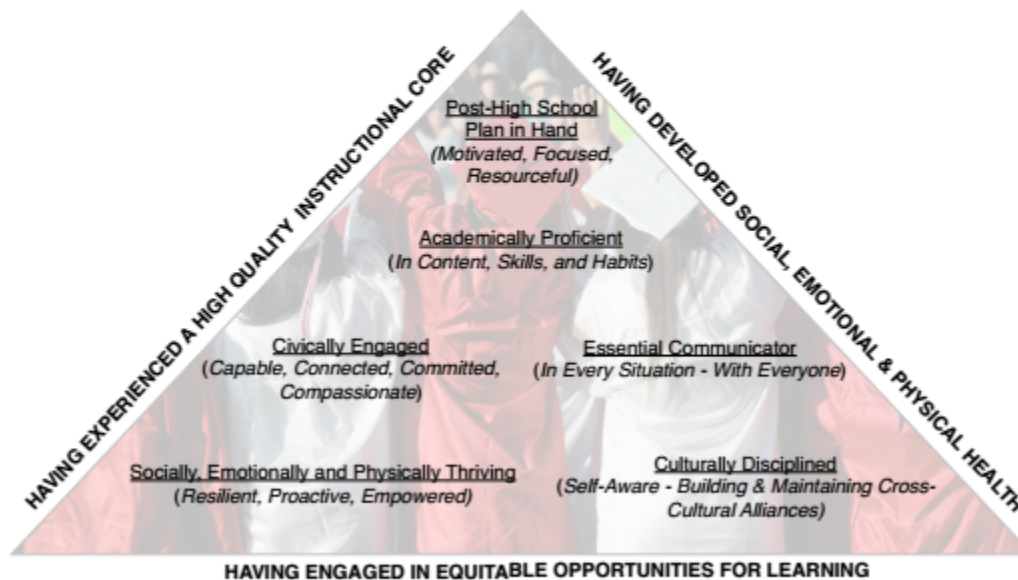
With strong and consistent Behavioral Response to Intervention (RTI) -- including Tier 1 community-building and prevention measures, targeted Tier 2 interventions and supports, intensive Tier 3 case management, and trauma-informed services at our schools -- fewer students may be referred or identified as needing Special Education services for behaviors that meet the criteria for Emotional Disturbance.

Oakland Unified School District

Our Graduate Profile

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

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

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