



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Measuring Quality...

EVERY CHILD – COLLEGE, CAREER & COMMUNITY READY

District Balanced Scorecard

Proposal: 2014-2017 – Second Reading

*Aligning District **Balanced Scorecard** to the **LCAP** (Local Control Accountability Plan) to reach our Graduate Profile*

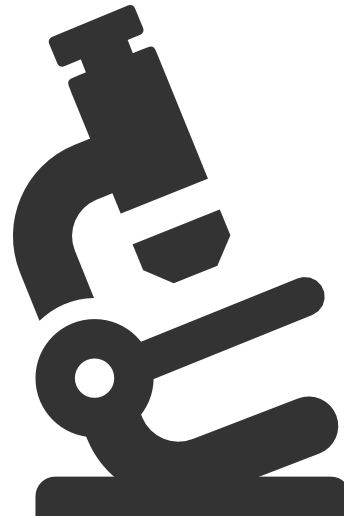


2014

v10.2

What we want for ALL students -- Our Graduate Profile

College, Career, Community Ready



PURPOSE

How can we best identify a small set of **District Priorities** to measure year over year that align to the **LCAP Priorities?**

MEASURING QUALITY



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***BEFORE:** School Quality was measured with ONE INDICATOR – State Test Scores*



***NOW:** Quality is measured with multiple indicators about the whole child and whole community school*



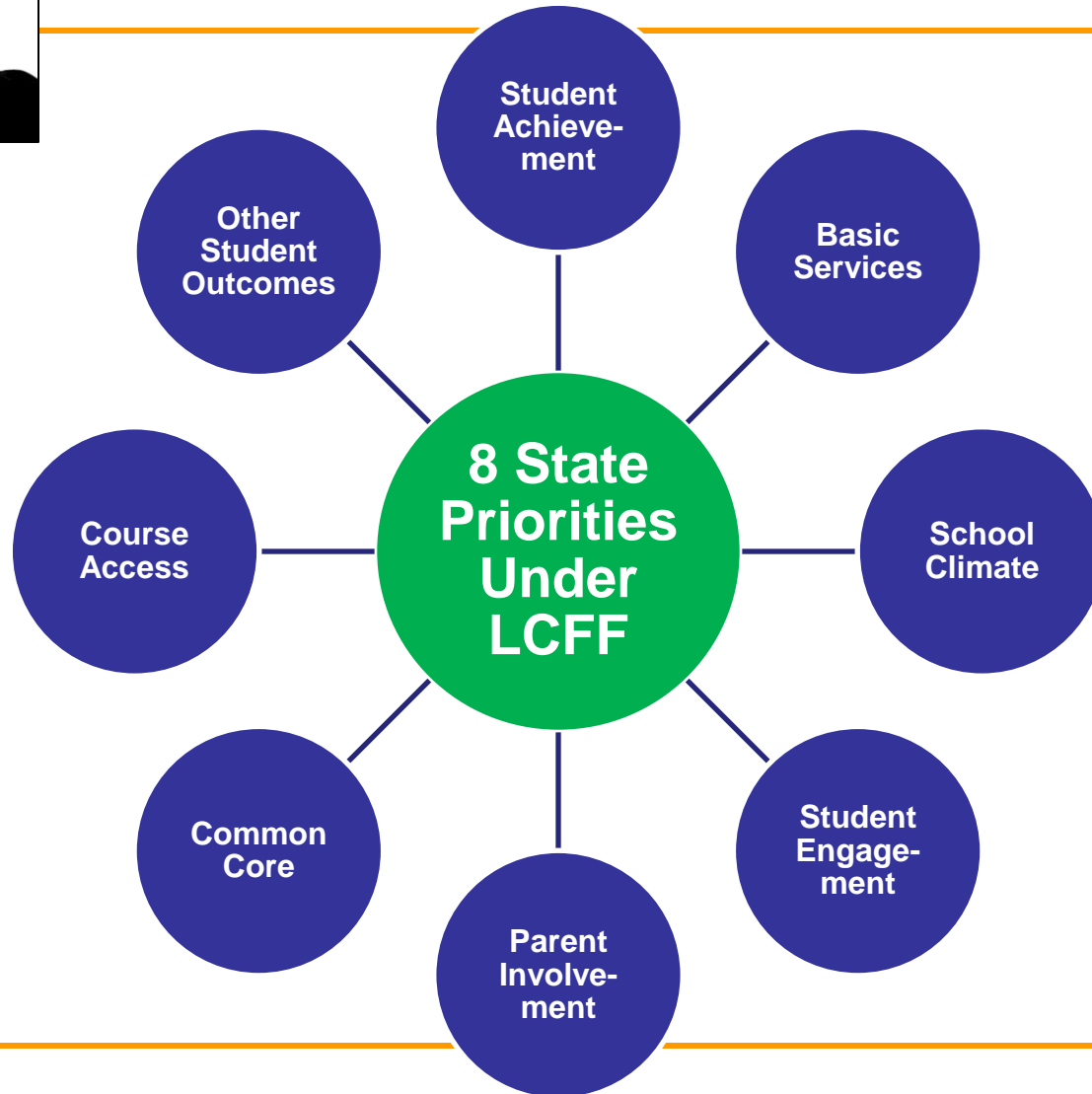


State Priorities



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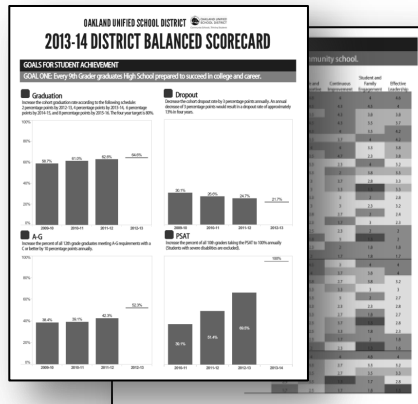
Balanced Scorecard



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Community Schools, Thriving Students

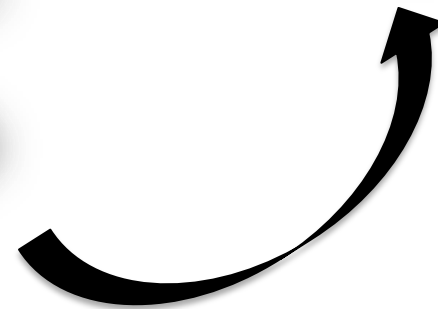
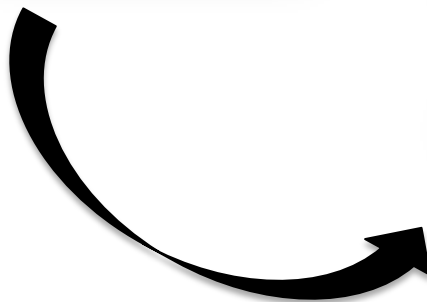
District Balanced Scorecard



Action Planning For School Improvement



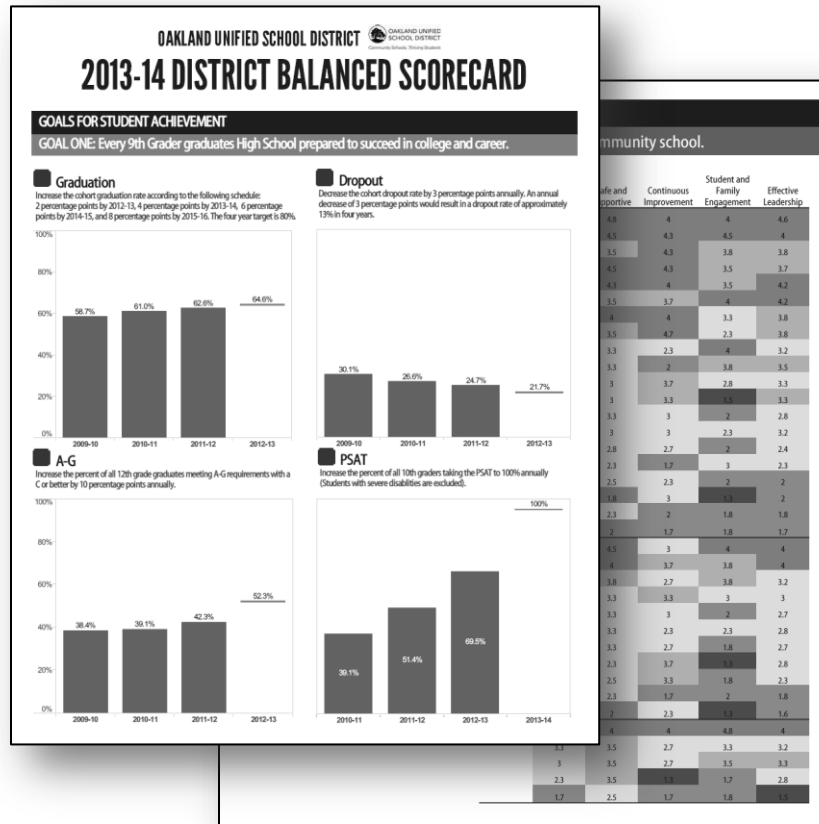
District & School Community Engagement



THEN & NOW

District Balanced Scorecard continues to evolve...

THEN:
Balanced Scorecard Adopted 2012



NOW:
Aligning the Balanced Scorecard to the LCAP for 2014-17

THREE PARTS

District Balanced Scorecard Proposal in three parts... A, B, C

OUSD District Balanced Scorecard DRAFT v1
PART A: Student Centered Priorities

LCAP

A **B** **C**

DRAFT

* All Student Centered Indicators reported for EACH targeted group of students

African American Students

African American Male Students

Latino Students

English Language Learner Students

With Disabilities

Card DRAFT

| | |
|---|---|
| ? | • |
| ? | • |
| ? | • |
| ? | • |

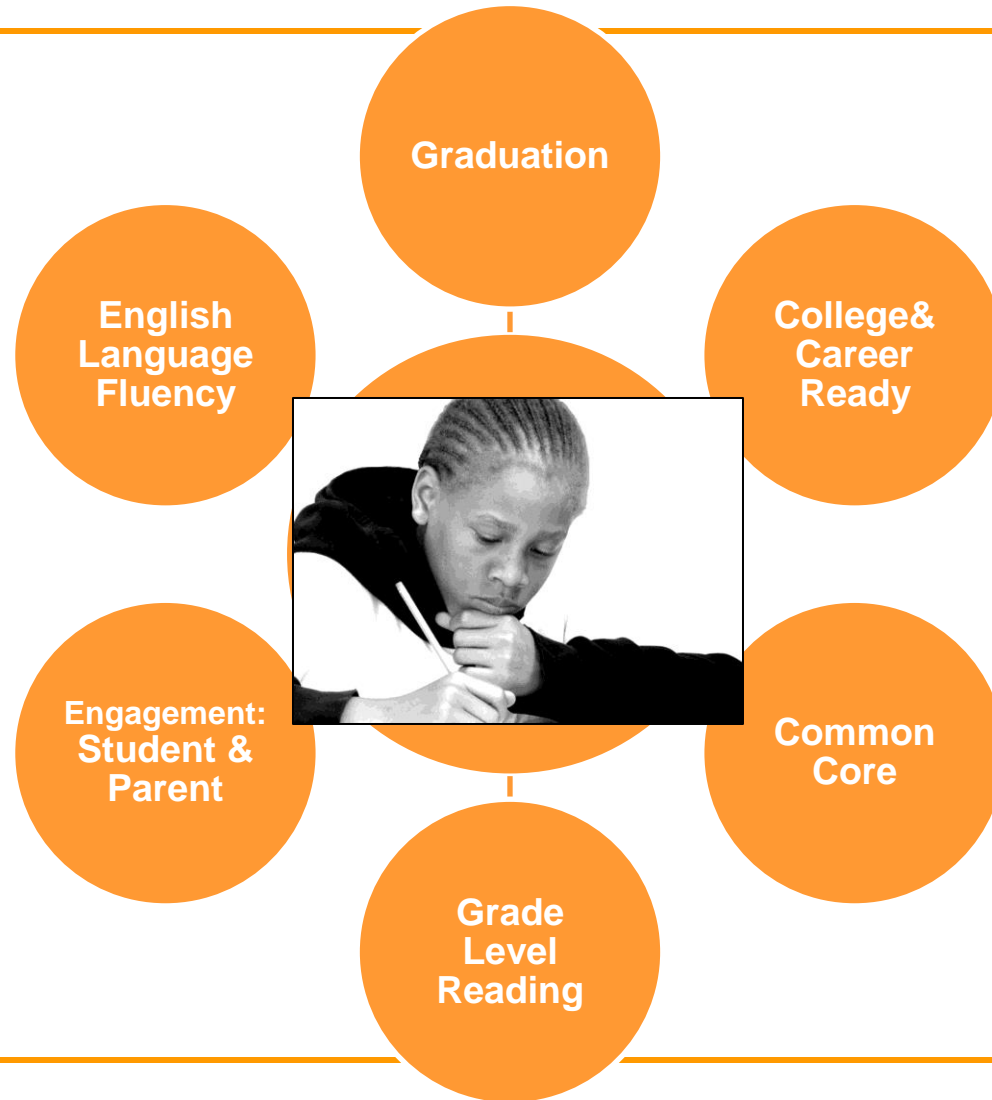
Balanced Scorecard



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PART A: Student Centered Priorities



Goals:



Graduation

- Cohort Graduation Rate
- Cohort Dropout Rate
- Grade 10 CAHSEE Passing Rate (Both ELA and Math)

Grade Level Reading

- Grade 1 DIBELS Oral Reading Top Level
- Grade 3 SRI Grade Level
- Grade 6 SRI Grade Level
- Grade 9 SRI Grade Level

College & Career Readiness

- Grade 12 Graduates A-G Completion Rate
- Grades 10-12 Linked Learning Pathway Participation Rate

English Language Fluency

- Reclassification Rate Grades 1 through 12
- Reclassification Rate of Long-Term English Learners

Common Core

- Common Core: SBAC Proficiency (starting 2014-15)

Engagement: Student & Parent

- Chronic Absence Rate
- Suspension Rate
- Parent Survey Participation Rate
- Parent Academic Activities



Engaged in Learning – Attending School Every Day – No Chronic Absence, No Suspensions

K-1 Early Literacy **Reading at Grade 3** **Reading at Grade 6** **Reading at Grade 9** **Reading at College Level**

Learning the Common Core -- Critical Thinking, Problem-Solving, Analysis, Evidence-based Writing

Broad College-Preparatory Course of Study – A-G Completion

Pass CAHSEE Grade 10

Linked Learning College & Career Pathway

English Language Learners Become Fluent Within 6 Years of School

ALIGNMENT



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Alignment of LCAP Priorities and proposed District **Balanced Scorecard Goals**

| Goals Alignment | Basic Services 1 | Common Core 2 | Parent Involvement 3 | Student Achievement 4 | Student Engagement 5 | School Climate 6 | Course Access 7 | Other Outcomes 8 |
|--|-------------------------|------------------|-------------------------|--------------------------|-------------------------|---------------------|--------------------|---------------------|
| Graduation: Cohort Grad Rate, Cohort Drop Out Rate, Grade 10 CAHSEE | | | | X | X | | X | X |
| College & Career Readiness: 12 th Grade A-G completion, Linked Learn Pathway Participate | <i>Included in LCAP</i> | X | | X | X | | X | X |
| Common Core State Standards: SBAC Proficiency | | X | | X | | | | |
| Grade Level Reading: Grades 1, 3, 6, 9 | | X | | X | X | | X | |
| English Language Fluency: Reclassification | | X | | X | X | | X | |
| Engagement - Students & Parents: Chronic Absence; Suspension, Parent Survey, Parent Workshops | | | X | | X | X | | |

Balanced Scorecard



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

DISTRICT BALANCED SCORECARD DRAFT



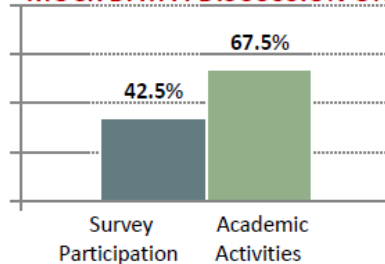
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■ PRIOR YEAR ■ CURRENT YEAR

PARENT INVOLVEMENT 2014-15 SY

MOCK DATA : DISCUSSION ONLY

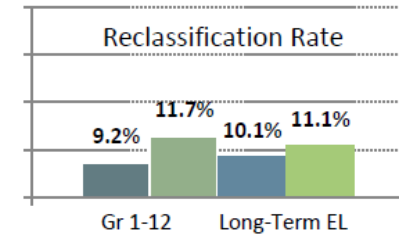


ENSURING ALL STUDENTS ARE COLLEGE, CAREER & COMMUNITY READY

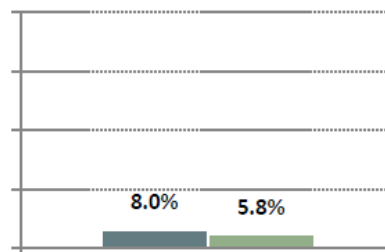
The purpose of the Balanced Scorecard is to identify a small set of key indicators to help measure our progress towards achieving our goals. It is to assist the District and school communities in focusing their continuous improvement efforts.

ENGLISH FLUENCY 2013 & 2014

MOCK DATA : DISCUSSION ONLY



SUSPENSION 2012 & 2013



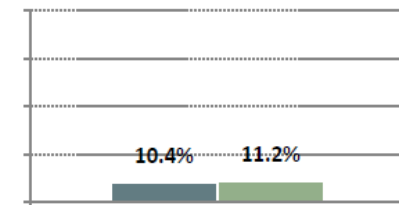
READING AT GRADE LEVEL

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



Balanced Scorecard

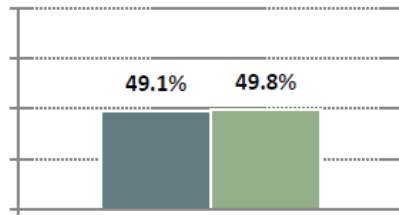


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CAHSEE PASS RATE

2012 & 2013

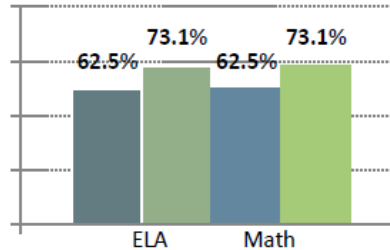


GRADE 10 PASSING BOTH ELA & MATH

COMMON CORE (SBAC)

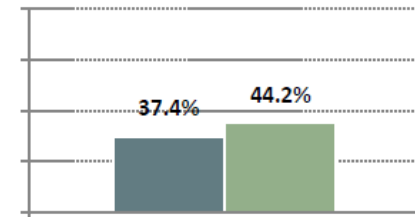
2014-15 SY

MOCK DATA : DISCUSSION ONLY



LINKED LEARNING

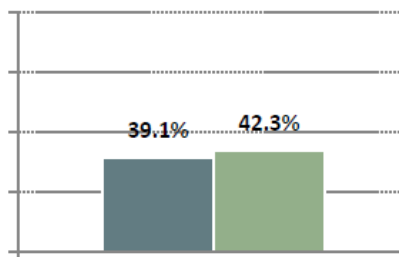
2012 & 2013



GRADE 10-12 STUDENTS IN A
COLLEGE/CAREER PATHWAY

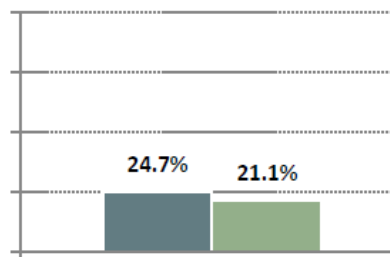
A-G COMPLETION

2011 & 2012



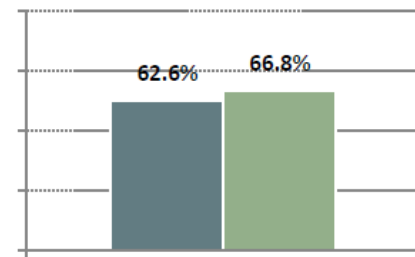
COHORT DROPOUT

2012 & 2013



COHORT GRADUATION

2012 & 2013



SEE NOTES ON THE BACK. DOCUMENT LAST UPDATED
ON MAY 14, 2014. V6

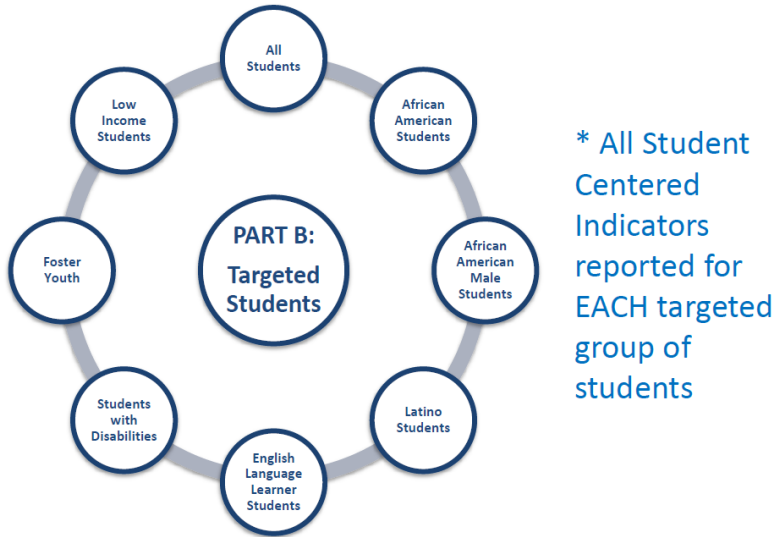


Produced by the department of
Quality, Accountability & Analytics



OUSD District Balanced Scorecard DRAFT

PART B: Targeted Students*



*Additional student groups recommended but not added was due to lack of ability to disaggregate or based on an effort to maintain **focus**.*

B

Targeted student group performance will be broken out within scorecard.

ADDED since 1st Reading:

- Low Income
 - Pacific Islander
 - Vietnamese
 - Cambodian
 - Lao
- } LCFF
 } Under-Performance
 } Asian Category Disaggregation

Balanced Scorecard 2014-2015



OAKLAND UNIFIED SCHOOL DISTRICT

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| Target Student Groups | Cohort Graduation | Cohort Drop Out | CAHSEE Pass ELA & Math Gr. 10 | A-G Completion | Linked Learning Pathway Partici. | Student Suspension | Chronic Absence | Grade Level Reading (1 st Grd) |
|----------------------------|-------------------|-----------------|-------------------------------|----------------|----------------------------------|--------------------|-----------------|---|
| 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% | 17.0% | TBD | 37% | 3.7% | 9.0% | 65.6% |

SAMPLE

Meeting or Exceeding District-wide Performance

Balanced Scorecard

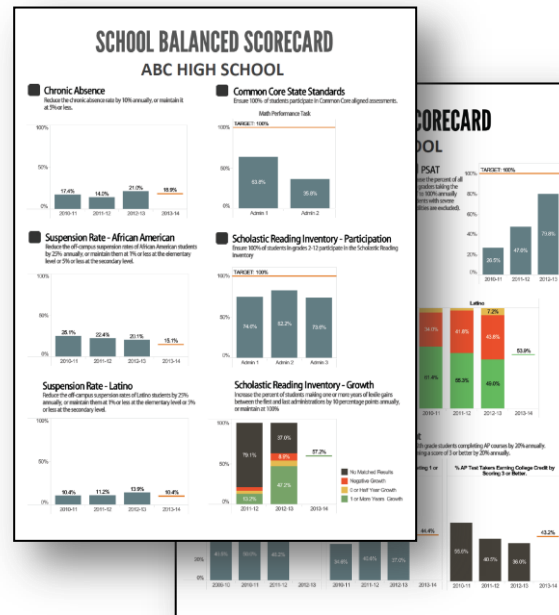
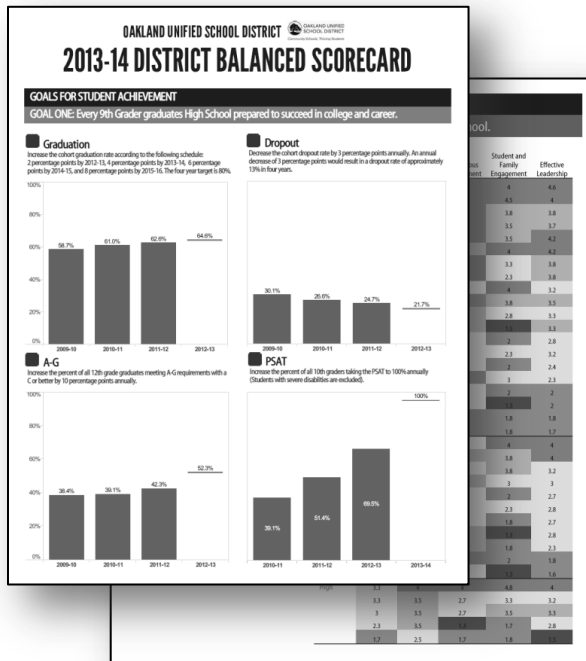


OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

District Balanced Scorecard

Continuous School Improvement



To include metrics such as:

- PSAT
- AP Courses
- Benchmark Exams

School Balanced Scorecard

LCAP Variations



1. LCAP to include **Basic Services**, defined by the Williams Settlement annual audits; including appropriate placement of teachers, adequate state adopted instructional materials, and safe facility conditions.
2. LCAP to include action steps for ongoing monitoring and progress towards meeting LCFF **Class Size** requirements.
3. A **Student Engagement** indicator tied to *academics and leadership* is in design through collaboration with youth development organizations – intended for inclusion within 2015-16 annual update process.





C

Conditions for Learning:

Otherwise defined as *Operational Excellence*. Board proposed development of this section of Scorecard to occur in **August, 2014**.

OUSD District Balanced Scorecard DRAFT

PART C: Conditions for Learning

| | | | |
|---|---|---|---|
| ? | • | ? | • |
| ? | • | ? | • |
| ? | • | ? | • |
| ? | • | ? | • |

CLARIFYING QUESTIONS



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Community Schools, Thriving Students



Discussion Question & Answer

GUIDING QUESTIONS



- 1. Indicators to Remove:** Are there any proposed indicators that are recommended to be removed?
 - 2. Indicators to Add:** Are there any measurable indicators that are not proposed that should replace a proposed indicator?
 - 3. Target Student Groups to Remove:** Are there any proposed target student groups that should be removed?
 - 4. Target Student Groups to Add:** Are there any target student groups capable of being disaggregated that should be added?
 - 5. Target Setting:** In what ways would the Board of Education wish to inform the target setting of goals to be included in the LCAP?
 - 6. Part C:** What is the Board of Education's desired approach to the development of Operational Excellence / Conditions for Learning section?
-

Appendix I: Sample District Balanced Scorecard* 2014-2017

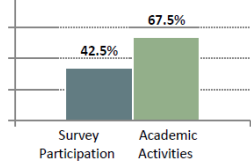
* To be reviewed, and as needed, updated annually.

DISTRICT BALANCED SCORECARD

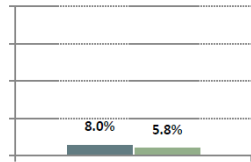
■ PRIOR YEAR ■ CURRENT YEAR

PARENT INVOLVEMENT 2014-15 SY

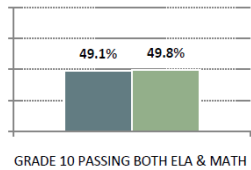
MOCK DATA : DISCUSSION ONLY



SUSPENSION 2012 & 2013

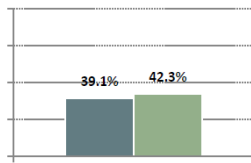


CAHSEE PASS RATE 2012 & 2013



GRADE 10 PASSING BOTH ELA & MATH

A-G COMPLETION 2011 & 2012



ENSURING ALL STUDENTS ARE COLLEGE, CAREER & COMMUNITY READY

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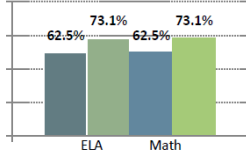
2012 & 2013

MOCK DATA : DISCUSSION ONLY

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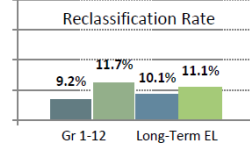
COMMON CORE (SBAC) 2014-15 SY

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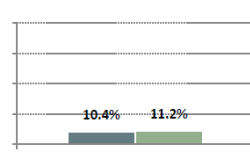


ENGLISH FLUENCY 2013 & 2014

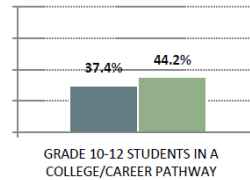
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CHRONIC ABSENCE 2012 & 2013

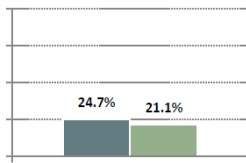


LINKED LEARNING 2012 & 2013

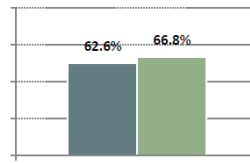


GRADE 10-12 STUDENTS IN A COLLEGE/CAREER PATHWAY

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

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% |
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SAMPLE



SCORECARD DATA HANDOUT NOTES

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.

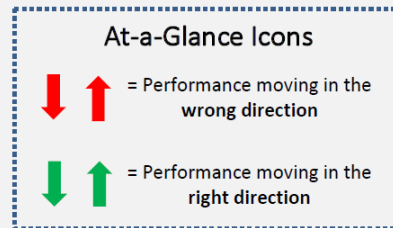
Suspension Rate is the percentage of students who received one or more out-of-school suspension during the school year.

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



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.