OAKLAND UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION – BALANCED SCORECARD

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Together, We Are Building

a full-service community school district that serves the whole child, eliminates inequity and provides each child with an excellent teacher, every day.

December 2012

OAKLAND UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION – BALANCED SCORECARD

MISSION

Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

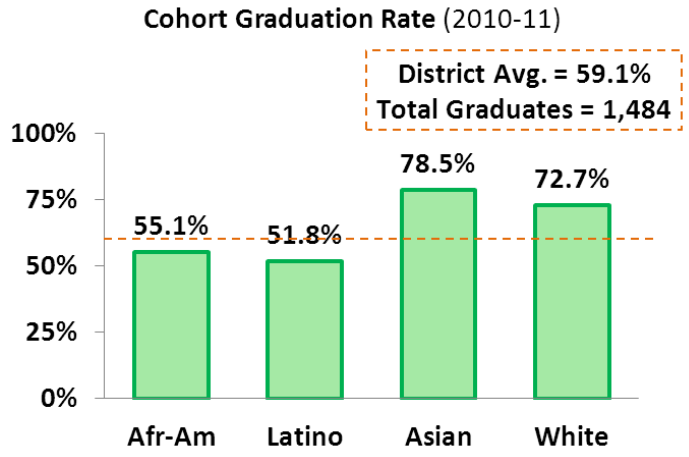
GOALS FOR STUDENT ACHIEVEMENT

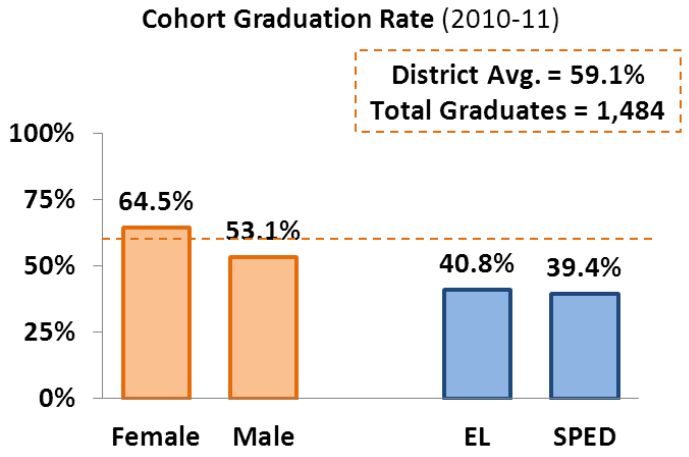
GOAL ONE: EVERY 9TH GRADER GRADUATES HIGH SCHOOL PREPARED TO SUCCEED IN COLLEGE AND CAREER.

1. COHORT GRADUATION RATES:

2012-13 TARGET:

- Increase District cohort graduation rate by 1%.
- Increase District absolute graduation rate for students who take more than four years to earn a diploma by 1%.

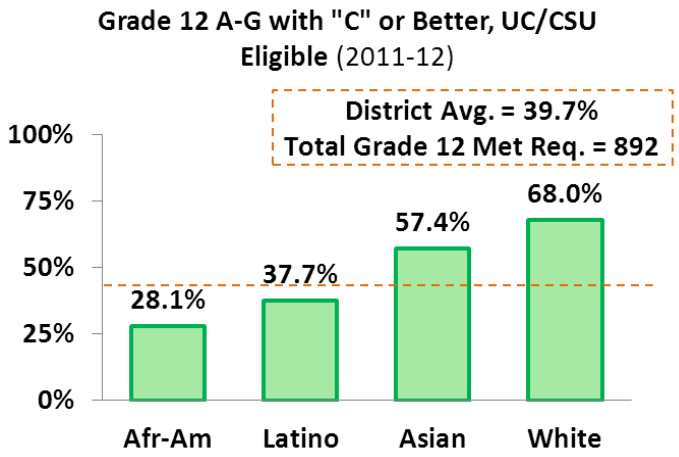


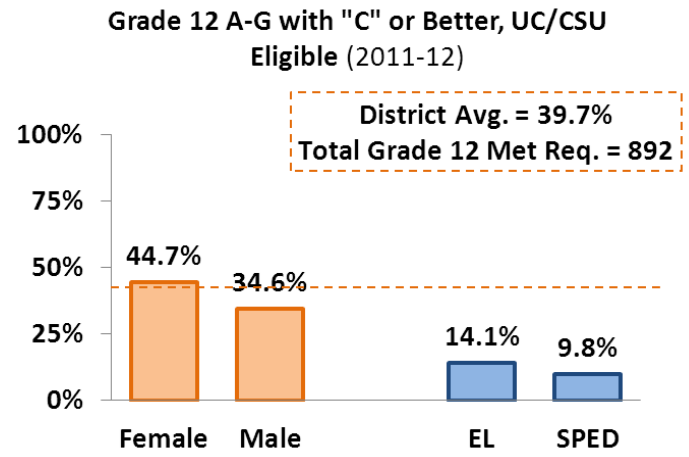


2. GRADE 12 A-G REQUIREMENTS: # and % of students meeting A-G requirements upon graduation.

2012-13 TARGET:

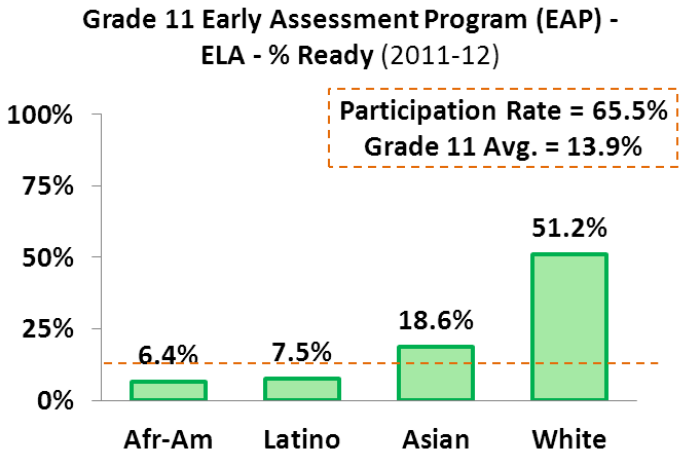
- Based on current level of resources, increase the percentage of students meeting A-G requirements upon graduation by 2%.
- With additional resources, increase the percentage of students meeting A-G requirements upon graduation by 5%. Strategies include: high-quality A-G-aligned online learning with technology to support it; summer school credit recovery for grades 9-12; 7-period day; and support for Springboard curriculum in grades 6-12.

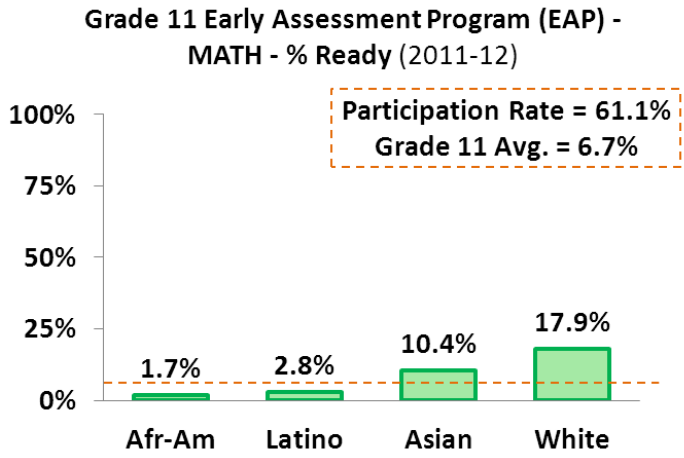




3. COLLEGE READINESS: # and % of students demonstrating college readiness, as indicated by the CSU Early Assessment Program.

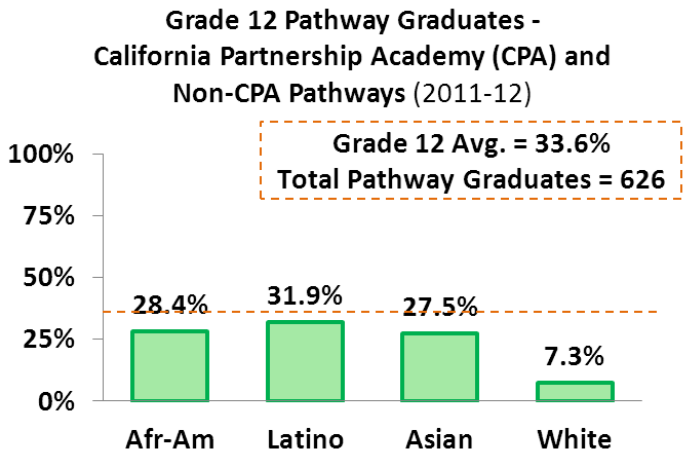
2012-13 TARGET: Require all 11th grade students to take the Early Assessment Program (EAP). Future targets will be set based on increased participation rates in 2012-13.

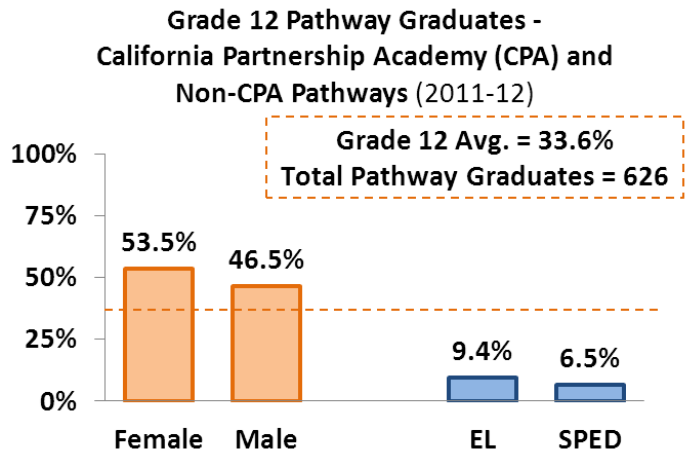




4. ACADEMIES / PATHWAYS: # and % of students who have completed an academy or career pathway program upon graduation.

2012-13 TARGET: 5% growth target for students who have completed an academy or career pathway program upon graduation.





5. GRADES 9-11 A-G REQUIREMENTS: # and % of students meeting A-G requirements at the end of their 9th grade, 10th grade, and 11th grade years.

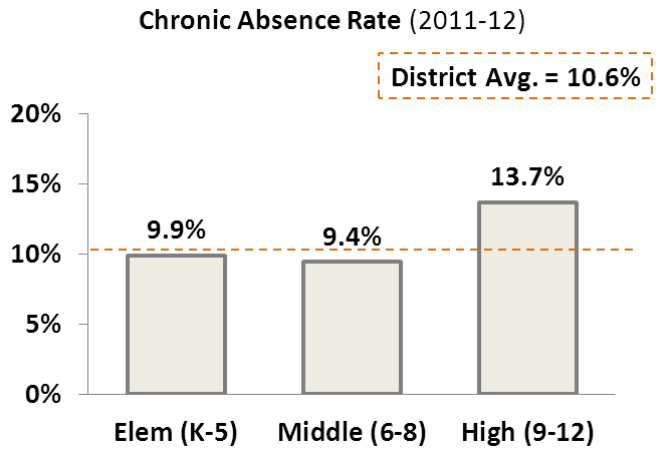
2012-13 TARGET: Establish baseline for A-G on-track status for grades 9-11 using A-G/transcript analysis tool adapted from Fresno Unified/UC Merced (funded by the California Endowment).

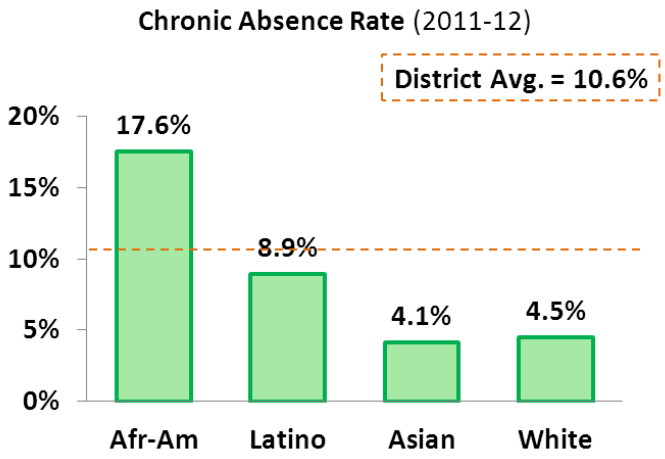
2011-12 BASELINE DATA: For A-G on-track status in grades 9-11, we are preparing to use the Fresno Unified/UC Merced A-G tool utilizing the UC Office of the President system for determining A-G units and on-track status.

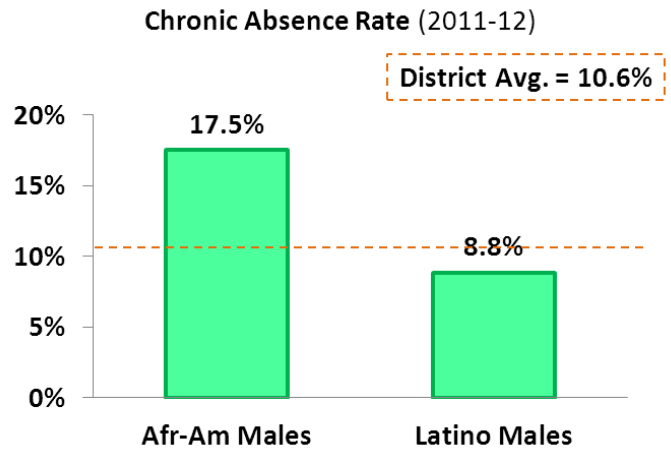
GOAL TWO: STUDENTS ATTEND SCHOOL EVERY DAY.

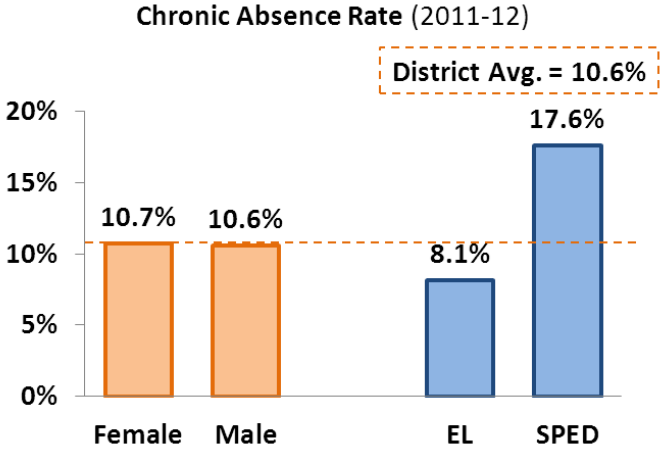
1. CHRONIC ABSENCE: # and % of students who are absent from school 10% or more days in a year.

2012-13 TARGET: Decrease by 1% per year the number of students who miss 10% or more of school days in a year for any reason (chronically absent). The chronic absence rate will move from 11% to 10%. The focus for reduction will be targeted on African-American, Latino, and Kindergarten/1st grade students.



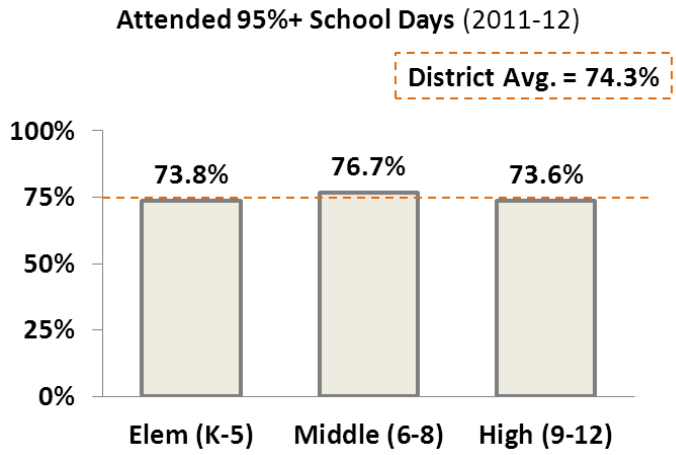


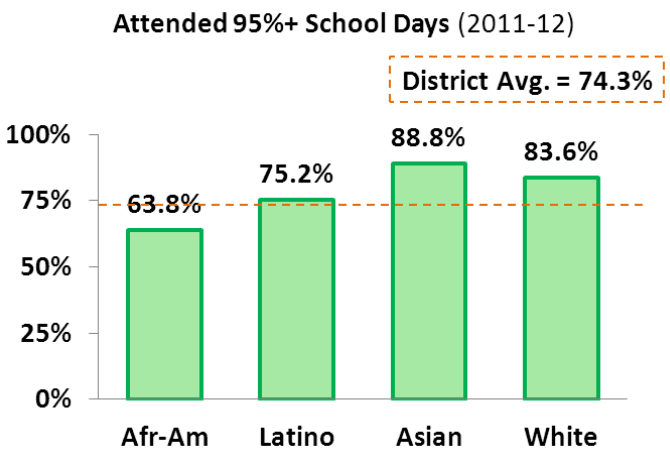


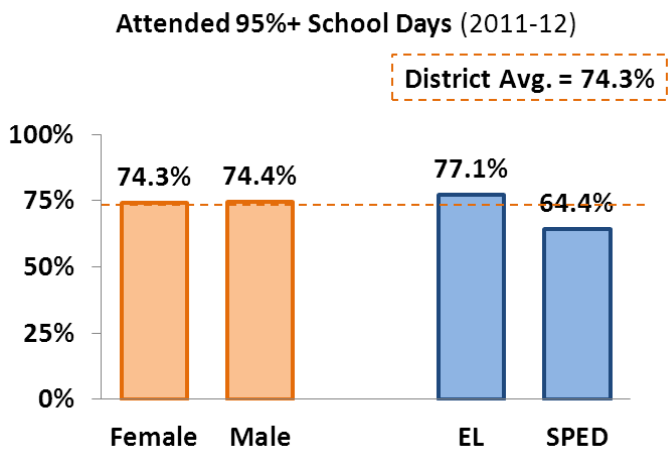


2. ATTENDANCE: # and % of students who are present in school 95% or more days in a year.

2012-13 TARGET: Increase by 2% per year across the board, including students receiving special education services.

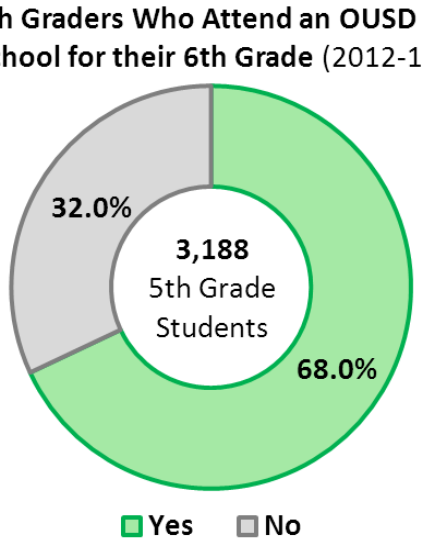






3. STUDENT RETENTION: # and % of 5th graders who attend an OUSD middle school for their 6th grade.

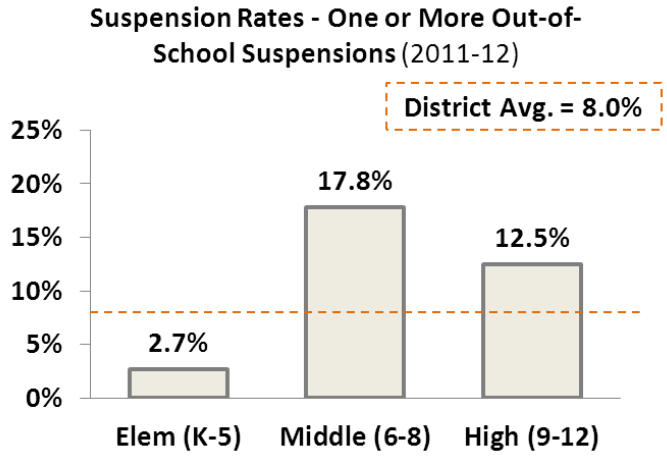
2012-13 TARGET: Increase by 5% of all students staying in OUSD from 5th to 6th grade.

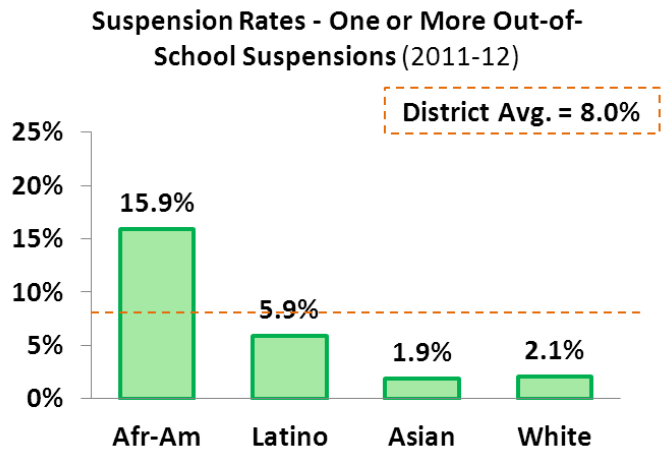


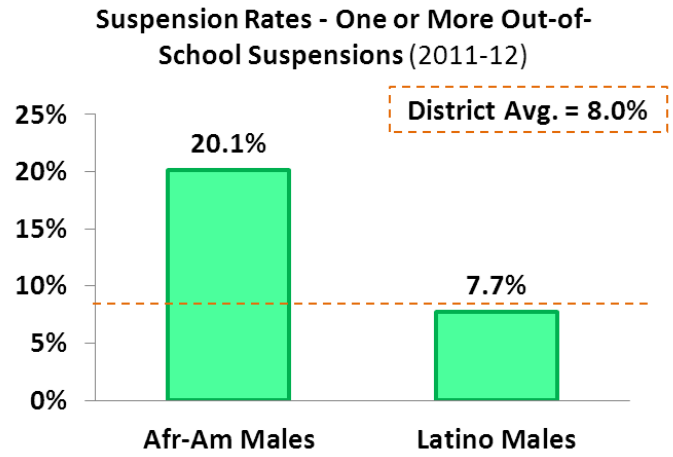
GOAL THREE: RACIAL DISPARITIES IN STUDENT DISCIPLINE ARE NOT EVIDENT.

1. SUSPENSIONS: # and % of students who receive one or more suspensions.

2012-13 TARGET: Reduce suspension rates for African-American males at all levels (elementary, middle school, high school), and reduce suspension rates for African-American and Latino males in middle school and high school by 5%.







2. DISCIPLINE REFERRALS: # and % of students who receive one or more discipline referrals.

2012-13 TARGET: Develop a universal school discipline referral form and a process for tracking this information centrally. In 2013-14, baseline evidence will be established for discipline referrals and a target will be determined based on the baseline.

2011-12 BASELINE DATA: Discipline referrals are not currently tracked centrally.

GOALS FOR OPERATIONAL EXCELLENCE

GOAL ONE: THERE IS HIGH QUALITY INSTRUCTION IN EVERY CLASSROOM.

1. TEACHER GROWTH & EFFECTIVENESS: # and % of teachers demonstrating growth in pedagogical knowledge, expertise, and effectiveness, as indicated by performance assessment findings.

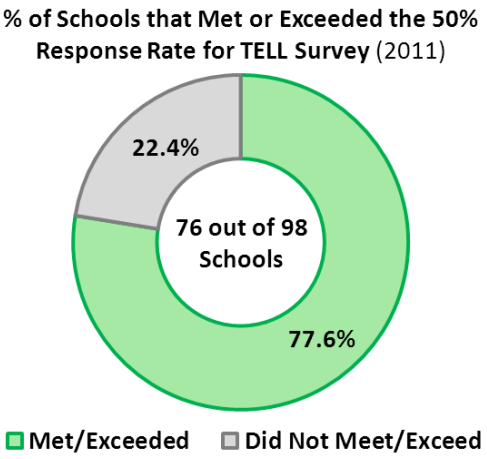
2012-13 TARGET: The target for 2012-2013 is to lay the foundation for a system to collect reliable data about teaching effectiveness and to increase the capacity of instructional leaders to complete meaningful evaluations of effective teaching. Work plan includes:

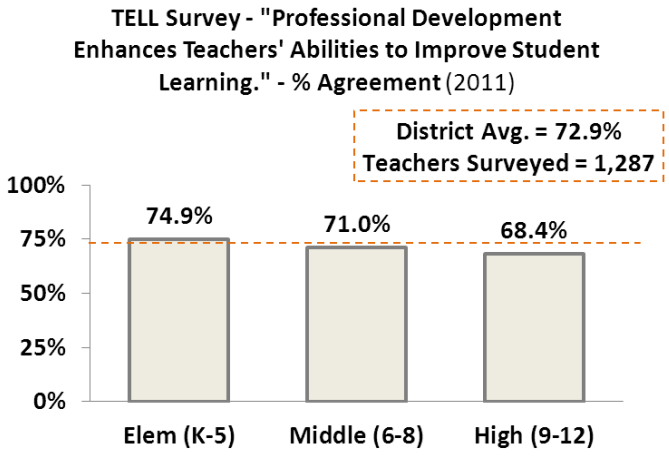
- Design and implementation of a performance evaluation tracking tool.
- 10% increase in completed, Oakland Education Association (OEA) negotiated evaluations.
- Adoption of a draft Oakland Effective Teaching Framework.
- Design of a pilot, multiple measures evaluation system.

2. TEACHER ENGAGEMENT & PROFESSIONAL LEARNING: # and % of teachers who indicate satisfaction with the relevance, quality, and personal engagement with school and district-based professional development, collaboration, and coaching, as indicated by teacher surveys and focus groups.

2012-13 TARGET:

- Review data from 2011 Teaching, Empowering, Leading and Learning (TELL) Survey to inform development of SY13 teacher professional learning survey.
- Conduct teacher focus groups during OUSD's Teacher Conference and share results with district leadership, central office departments that provide teacher professional learning and Oakland Education Associate (OEA).





3. TEACHER RETENTION: # and % of new teachers retained after their 5th year of service.

2012-13 TARGET:

- Fill an Employee Retention and Development Specialist position in Human Resources Services & Support (HRSS) to focus on implementation of high leverage retention strategies targeting the '11-'12 and '12-'13 cohorts of teachers (currently in their first and second years of teaching).
- Develop Career Ladder opportunities for teachers.
- Establish Beginning Teachers Support and Assessment (BTSA) program for Special Education (SPED) teachers to clear their credential.
- Develop a comprehensive set of teacher recognition and engagement strategies, including exit surveys.
- Build a comprehensive Human Capital data system that will facilitate tracking and reporting of teacher retention data.
- Develop a highly skilled Talent Acquisition team to recruit the highest quality teachers committed to Oakland.

GOAL TWO: EVERY SCHOOL IS A HIGH-QUALITY FULL-SERVICE COMMUNITY SCHOOL.

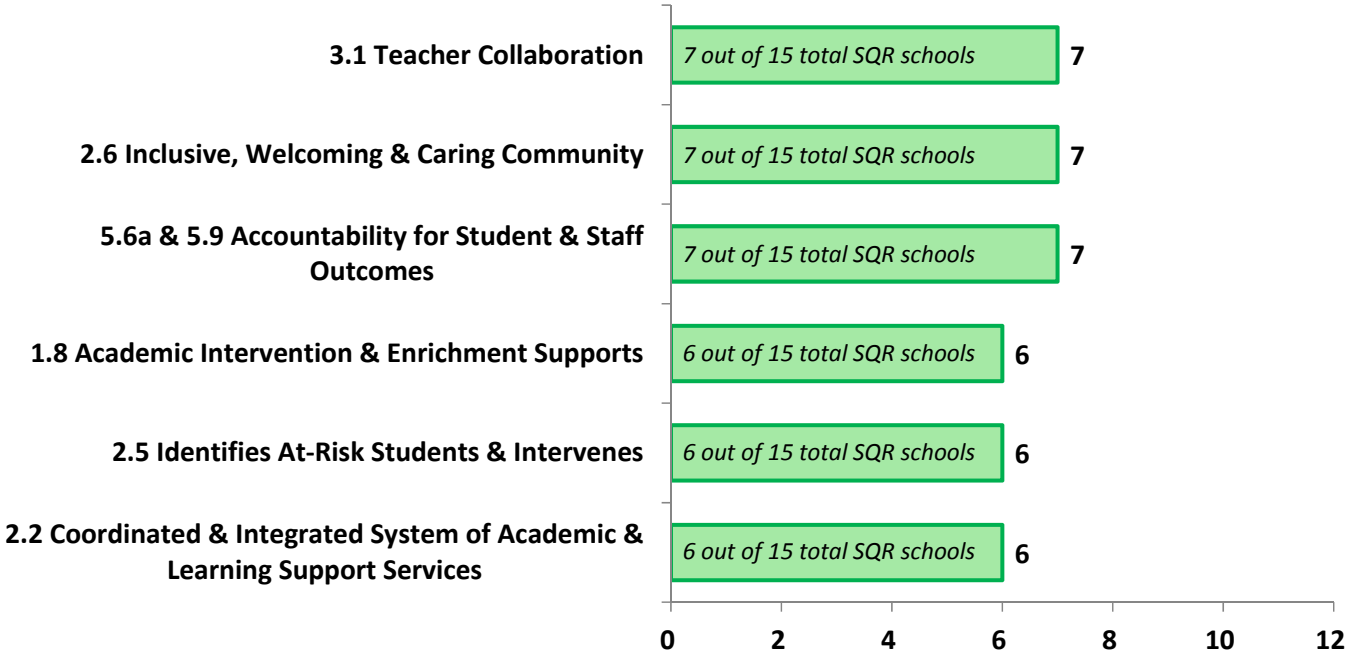
1. DEVELOPMENT OF HIGH-QUALITY SCHOOLS – PART I: # and % of schools assessed as high-quality full-service community school, disaggregated by School Quality Review rubric standards.

2012-13 TARGET: 75% of schools that have gone through SQR will improve by the target we set in their subsequent review.

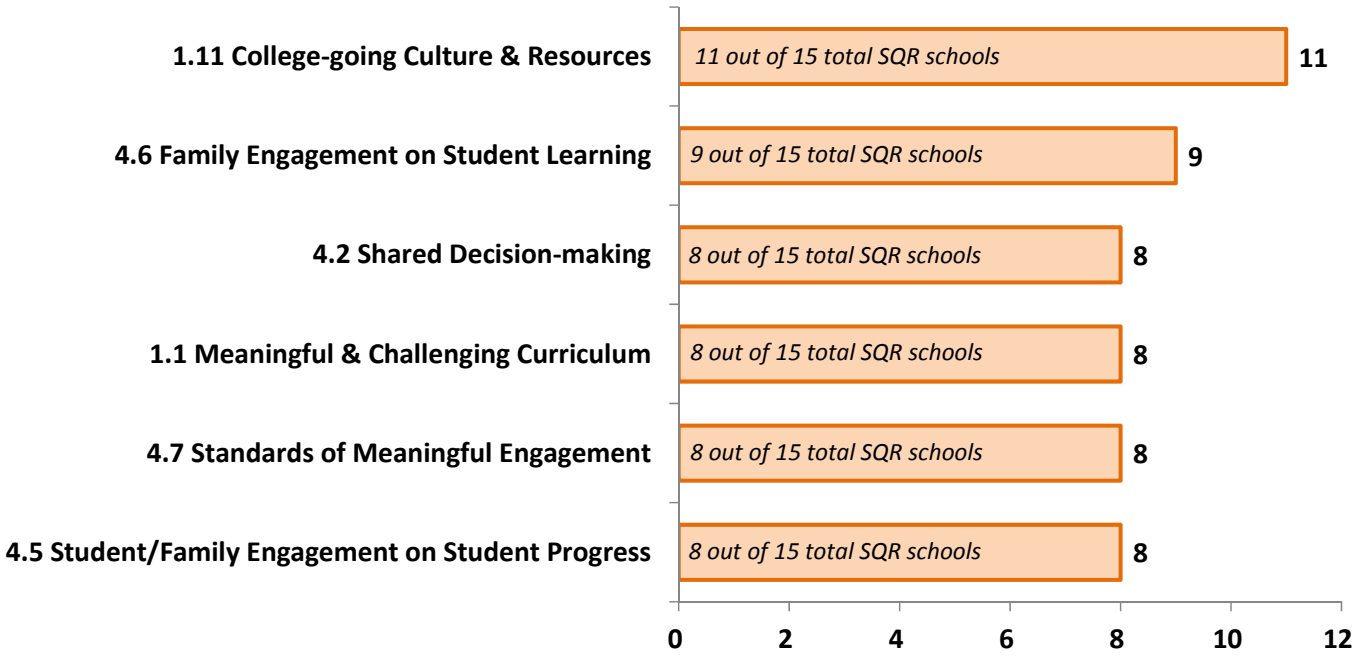
Focus Standards 2011-12

- ❑ 1.1 Meaningful & Challenging Curriculum
- ❑ 1.2 Safe & Nurturing Learning Experiences
- ❑ 1.4 Active & Different Ways of Learning
- ❑ 1.7 Students Know What They are Learning, Why, and How it can be Applied
- ❑ 1.8 Academic Intervention & Enrichment Supports
- ❑ 1.10 Equitable Access to Curriculum
- ❑ 1.11 College-going Culture & Resources
- ❑ 2.1 Safe & Healthy Center of Community
- ❑ 2.2 Coordinated & Integrated System of Academic & Learning Support Services
- ❑ 2.5 Identifies At-Risk Students & Intervenes
- ❑ 2.6 Inclusive, Welcoming & Caring Community
- ❑ 3.1 Teacher Collaboration
- ❑ 3.2 Data Collection & Analysis
- ❑ 3.4 Professional Learning Activities
- ❑ 4.2 Shared Decision-making
- ❑ 4.5 Student/Family Engagement on Student Progress
- ❑ 4.6 Family Engagement on Student Learning
- ❑ 4.7 Standards of Meaningful Engagement
- ❑ 5.5 Focus on Equity
- ❑ 5.6a & 5.9 Accountability for Student & Staff Outcomes
- ❑ 5.1, 5.2, 5.3, & 5.11 Shared Responsibility
- ❑ 5.6b Professional Learning
- ❑ 5.10 Organizational Management

School Quality Review Ratings -
High Development - Ratings of Sustaining [4] or Refining [5] (2011-12)



School Quality Review Ratings -
Low Development - Ratings of Undeveloped [1] or Beginning [2] (2011-12)



SQR Ratings Matrix 2011-12

School	Quality Learning	Safe & Supportive	Continuous Improvement	Student/Family Engagement	Effective Leadership
1	3.4	4.8	4.0	4.0	4.6
2	3.4	4.5	4.3	3.5	3.7
3	3.2	4.3	4.0	3.5	4.2
4	3.1	4.5	3.0	4.0	4.0
5	3.0	4.0	3.7	3.8	4.0
6	3.4	3.5	4.7	2.3	3.8
7	2.7	3.0	3.7	2.8	3.3
8	3.4	3.0	3.3	2.0	3.3
9	2.6	3.3	3.0	2.0	2.8
10	2.9	3.3	2.7	1.8	2.7
11	2.2	2.3	3.5	1.2	2.7
12	1.6	2.5	2.3	1.5	2.0
13	2.0	2.3	1.7	2.0	1.8
14	1.9	2.3	2.0	1.8	1.8
15	1.7	2.0	2.3	1.3	1.3
LEGEND*	0.0 - 1.5	1.6 - 2.0	2.1 - 3.3	3.4 - 3.9	4.0 - 5.0

** Current beta-version rating cut-offs across rating bands*
1 = Undeveloped, 2=Beginning, 3=Developing, 4=Sustaining, 5=Refining

2. DEVELOPMENT OF HIGH-QUALITY SCHOOLS – PART II: # and % of schools demonstrating growth in school quality standards following baseline School Quality Review assessment.

2012-13 TARGET: By subsequent School Quality Review, achieve Growth of Two Rating Bands or attainment of Sustaining/Refining rating.

2011-12 BASELINE DATA: Refer to School Quality Review (SQR) data above.

GOAL THREE: OAKLAND UNIFIED SCHOOL DISTRICT IS SOLVENT AND ITS FINANCIAL RESOURCES ARE MAXIMIZED TO IMPROVING TEACHING AND LEARNING.

1. REVENUE / EXPENSE SHEET: On-going revenues are equal to or exceed on-going expenses.

2012-13 TARGET: Yes, on-going revenues are equal to or exceed on-going expenses. Board and staff will explore avenues for revenue enhancement.

2011-12 BASELINE DATA: Yes - Use 9/15 unaudited actuals report annually; Interim reports.

2. RESOURCE ALLOCATION – PART I: Funding is allocated to practices and programs that achieve positive outcomes.

2012-13 TARGET:

- Develop an integrated and aligned central- and site-level investment tracking system.
- Schools' and central office departments' time and resources align to District priorities to increase high school graduation rates and students meeting A-G requirements (e.g., Common Core [K-5 Science and 6-8 Math], Literacy, Voluntary Resolution Plan [VRP], High Schools).
- Achieve Scholastic Reading Inventory (SRI) participation rate of 100%.

2011-12 BASELINE DATA: Community Schools Strategic Site Plans (CSSSP) evidence alignment to District priorities.

3. RESOURCE ALLOCATION – PART II: Funding to schools is equitably distributed based on the different needs and life circumstances of students.

2012-13 TARGET: Our target this year is to develop a funding model to ensure equitable distribution of funds.

- Establish a common, equitable base.
- 2012-13 allocations are measured against proposed model.
- Review and publicize existing questions about model.

2011-12 BASELINE DATA: Funding model is based on distribution of an *equal* allocation for each student, with limited additional resources generated by student demographics. Some additional allocations to support basic school programs (balancing pool).

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