



DISTRICT BALANCED SCORECARD **GUIDE**

v8

BACKGROUND

■ What is the District Balanced Scorecard?

The District Balanced Scorecard provides data to support continuous school improvement efforts across school communities and the District's central office. The indicators for 2013-14 represent areas of focus for the new school year, and the 2012-13 District Balanced Scorecard shows baseline data for the past school year.

The District Balanced Scorecard data help to monitor our progress toward achieving the vision of the District Strategic Plan. The Scorecard aspires to focus on and prioritize specific indicators, while respecting that other indicators not represented here remain important. Progress on indicators within the Scorecard help in differentiating support to schools, as well as provide the public with important information about individual and collective school progress.

We will continue to examine these indicators and goals on a yearly basis to ensure that they are helping to move our collective efforts towards continuous school and central office improvement. The goal will be to maintain a limited number of indicators in order to reinforce the value of FOCUS.

■ How was the Scorecard developed?

The District Balanced Scorecard was developed to focus on goals and measures contained in School Balanced Scorecard and in the 2012-13 Board Balanced Scorecard published in December 2012.

Where possible, multiple years of data for each goal were examined for growth trends and absolute levels of achievement. Each goal was then assessed to ensure that it met the standard of being a S.M.A.R.T. goal (Specific, Measurable, Attainable, Relevant, Time-bound).

We adopted the motto of Sanger Unified School District: “What gets tracked is what gets done.” We see the District Balanced Scorecard as a **continuous improvement monitoring tool** for the Board of Education and district central office, with the recognition that schools cannot achieve all of the Scorecard goals without central supports.

■ **When will updated versions of the Scorecard be released?**

A fully updated District Balanced Scorecard will be released annually toward the beginning of the new school year, with data showing progress toward meeting the S.M.A.R.T. goals set the previous year.

During the school year, there will be one progress updates in winter with data for the year-to-date for those measures such as chronic absence levels or reading Lexile growth that change over the course of the school year.

■ **Why is the data for some targets pending?**

Some indicators and metrics are new, so we need to develop the data collection system. For example, we have a goal to monitor on-campus discipline referrals using a new universal referral form at all district schools. The form was developed over the past year through our work to implement the Office of Civil Rights Agreement to Resolve disproportionate school discipline for African American students, and is aligned to our restorative approach to transforming school cultures. It will be piloted this year in a subset of schools as we plan for full implementation across all schools in the district.

In other cases, such as the A-G on-track system, this fall we will be launching the use of a technology tool developed by UC Merced that will allow us to accurately monitor the progress of 9th, 10th, and 11th graders toward completion of the A-G course requirements for UC/CSU admissions. We expect to have baseline data by the Winter update of the District Balanced Scorecard.

Therefore, over the course of the year, we will be developing systems and structures to gather the appropriate data and include those data in future scorecard updates, either as a baseline or as a measure of growth.

■ **What is the difference between percent changes and percentage point changes?**

Percentage point (abbreviated as **pp**) refers to a **percentile point on a 100-point scale**. If we say that the goal for SRI participation is to increase the percent of students making one or more years of Lexile gains between the first and last administrations by 10 percentage points annually, it means that the goal is to go from 72% to 82% participation between the fall and spring SRI administrations. It does not mean that the goal is to increase by only 10 percent, which would only mean increasing from 72% to 79%.

Percent refers to a **percentage of a baseline or other comparison number**. For example, if we say that the goal for reducing chronic absence is to reduce by 20%, it means that the goal is to reduce the proportion of chronically absent students at a school by 20% of last year’s chronic absence rate. So if your school’s chronic absence rate was 10% at the end of 2012-13 school

year, the goal for 2013-14 is to reduce that rate by 2 percentage points (or 20% of last year's rate), to a rate of 8%.

Cohort Graduation and Dropout

■ Who is counted in the cohort?

California began using the cohort method for calculating graduation and dropout rates in 2010. The four-year cohort is based on first-time 9th grade students and is adjusted over time as students leave (transfer out, emigrate to another country, or pass away) or as new students enroll. Students who drop out are counted as part of the cohort, along with those who remain enrolled after four years.

■ Why focus on both cohort graduation and cohort dropout rates?

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. For this reason, the district is also focused on reducing cohort dropout rates and holding onto students who need an extra summer or an extra year or more to reach that graduation milestone. This means focusing on reducing the cohort dropout rate, and acknowledging that Oakland high schools are holding onto and graduating more students at a later date. Though these later graduates are not counted in the cohort graduation rate, they are high school graduates.

■ How is the cohort graduation rate calculated?

The cohort graduation rate is calculated by taking the number of students who graduate with a regular high school diploma in four years or less and dividing by the total number of students who form the adjusted cohort for that graduating class.

Note: The California Department of Education does not publish cohort outcomes data for Dewey Academy or Street Academy, two of Oakland's Alternative Schools Accountability Model (ASAM) schools. Therefore, these schools are not included in the district cohort graduation or dropout rates.

■ How is the cohort dropout rate calculated?

The cohort dropout rate is calculated by taking the number of cohort students who leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the fourth year, and dividing by the total number of students who form the adjusted cohort for that graduating class.

■ When will the 2012-13 graduation and dropout rates be available?

The California Department of Education calculates and releases cohort graduation and dropout rates each year. The data are typically released more than six months after students graduate because the state needs to identify students who may have been reported as potential dropouts, but who have actually enrolled in another California district, re-enrolled after a period of being out of school, etc.

A-G Completion

■ What is A-G?

In order to be eligible for admission to the University of California or California State University systems, California high school students must meet the A-G high school course requirements with a grade of “C” or better. Specifically, students must complete a set of 15 college-preparatory courses drawn from seven subject areas. 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

■ Why focus on 12th grade graduates meeting A-G?

Twelfth grade graduates who do not meet A-G requirements are not eligible for admission to a UC/CSU campus as freshmen. Therefore, meeting A-G course requirements is an important step in becoming college-ready in California. Note that there are two components to this requirement: 1) students must enroll in the right sequence of A-G courses, and 2) they must obtain a grade of “C” or better in each required course.

■ How is the A-G rate calculated?

The A-G completion rate is calculated by taking the number of 12th grade graduates who completed all A-G courses with a grade of “C” or better, and dividing by all 12th grade graduates.

PSAT

■ What is the PSAT?

Like the SAT, the Preliminary SAT (or PSAT) is a college readiness test that is designed to measure whether students are “on-track” for college. It measures critical reading, mathematical reasoning, and writing skills and knowledge that are important for success in college.

The test is administered in October. Students are able to take it once per year.

■ Why focus on 10th grade participation in the PSAT?

OUSD pays for all 10th grade students (except for the severely disabled) to take the PSAT in the 10th grade in order to help students prepare for college. The PSAT covers the same topics as the SAT, and therefore helps students become familiar with SAT content and format. In fact, students who take the PSAT score an average of 146 points higher on the SAT than those who do not. The PSAT also provides a College Readiness benchmark for students, and lets students know what they can work on to raise their SAT scores in the future.

In addition, those students with high PSAT scores can take the test again in 11th grade to possibly qualify for recognition in the National Merit[®] Scholarship Program.

■ How is the participation rate calculated?

The participation rate is calculated by taking the total number of 10th grade PSAT test takers during a given school year and dividing by the total number of 10th grade students, except for severely disabled students.

College & Career Pathways

■ What is a College & Career Pathway?

A college and career pathway – also called a Linked Learning pathway – is a set of high school courses and work-based learning experiences such as internships that link academic learning to real world careers and college majors. Many of Oakland's Linked Learning pathways are certified as California Partnership Academies, offering career theme-based learning for cohorts of students in grades 10 through 12 in a wide variety of fields such as Health, Education, Environmental Science, Multimedia, and Law and Public Service, to name a few. Other Linked Learning academies also typically include students in grades 10 through 12, with themes such as Health and Physical Fitness, Media, Law & Democracy, Engineering, and Biotech.

■ Why focus on student participation in college and career pathways?

National research and Oakland students' experience shows that linking academic learning to work-based learning, and applying academic learning to real world careers and college majors, is an important way to support student interest and help students see how the academic learning applies in the real world. It can support student motivation and persistence toward college and career goals, and provide valuable work-based learning experience while students are still in high school. This is why our Strategic Plan calls for 80% of students to be enrolled in a college and career pathway program by 2016.

■ How is the participation rate calculated?

The participation rate is calculated by taking the total number of 10th, 11th, and 12th grade students who are enrolled in a Linked Learning pathway and dividing by the total number of 10th, 11th, and 12th grade students enrolled in our high schools.

CAHSEE

■ What is the CAHSEE?

All high school students in California must pass a test to earn a high school diploma, with the exception of some students with disabilities. The test is called the CAHSEE (California High

School Exit Exam). California created the test – which went into effect for the Class of 2006 -- to improve student achievement in high schools. The test helps to ensure that students graduate from high school with a certain level of skills in reading, writing, and math.

■ Why focus on the 10th grade CAHSEE pass rate?

Students take this test in grade 10. The test consists of an English Language Arts section and a Mathematics section, and students must pass both parts. The CAHSEE is aligned to California content standards for English Language Arts through grade 10, and is aligned to the California standards for Mathematics through the first part of Algebra 1.

If students do not pass one or both parts of the test in grade 10, they have two more chances to take the test in grade 11, and up to five times to take the test through grade 12. If students pass one section but not the other, they only re-take the section of the test that they still need to pass.

Since the test is at a 10th grade level or lower, the Scorecard focuses on the 10th grade CAHSEE pass rate as a measure of whether most 10th graders are at or above grade level and on-track to graduate. The District Balanced Scorecard specifically looks at the 10th grade CAHSEE pass rate for two populations with historically lower pass rates: African American students and Latino students.

■ How is the CAHSEE 10th grade pass rate calculated?

The CAHSEE 10th grade pass rate is calculated by taking the number of 10th grade CAHSEE test takers who passed both the English Language Arts and Mathematics sections of the test, and dividing by all actively enrolled 10th graders at the end of the school year. For each group of students (such as African American or Latino students), the CAHSEE 10th grade passing rate is calculated by taking the number of 10th grade African American or Latino test takers who passed both the English Language Arts and Mathematics sections of the test, and dividing by all actively enrolled 10th graders of that same ethnicity at the end of the school year.

Scholastic Reading Inventory (SRI)

■ What is the Scholastic Reading Inventory?

The Scholastic Reading Inventory (SRI) is a research-based reading assessment that measures reading comprehension using the Lexile Framework for Reading. The Lexile measure for a text indicates the difficulty of the words and the complexity of the sentences in that text.

The SRI was introduced district-wide in 2011-12 as a screening assessment of reading levels for all non-Special Day Class (SDC) students in grades 2-12. There are three administrations of

the SRI annually -- at the beginning, middle, and end of the school year. The SRI is administered electronically or in a paper and pencil version.

All secondary schools and almost all elementary schools are now using the electronic SRI rather than the paper and pencil version. The electronic SRI is preferable and more accurate, as it is a computer adaptive test. This means that each student takes a unique and customized test. Based on student responses, the computer adapts the difficulty of the next question. A correct answer generates a more difficult next item, while an incorrect answer generates an easier next item. This process continues until a student reaches his or her highest level. In some rare cases, we see fourth and fifth grade students who scored at an 11th grade Lexile level. Lexile scores on the electronic SRI are available immediately, giving students and teachers immediate feedback.

There are many ways the Lexiles can be used to promote a culture of reading within our schools. For example, students can use their Lexile scores to choose “just right” independent reading books from leveled libraries in their classrooms and schools, and teachers can use Lexile scores to plan guided reading groups. Middle school and high school students can set individual goals for reaching the Lexile level needed to pass the California High School Exit Exam in English Language Arts, or to be able to read the Driver’s Manual in preparation for taking the test for a driver’s license, or to read college-level texts.

■ Why focus on the Scholastic Reading Inventory?

Prior to adopting the SRI, OUSD had no system-wide assessment that measured the reading level of all of our students, or that measured individual growth in reading levels over time. The SRI provides critical information about reading, which is key to student success in every content area.

The Scorecard therefore focuses on the percent of students making one or more years of Lexile gains between the first and last administrations during a school year, with the expectation that every year of instruction should contribute to a student’s reading level by at least one year. Because this rate measures individual growth, it requires that all students take both the initial and end-of-year administration of the SRI. Therefore, the Scorecard also emphasizes 100% participation.

■ How is the percent of students making one or more years of Lexile gains calculated?

The percent of students who make one or more years of growth is calculated by taking the number of students whose Lexile scores grew by one or more years between the first and last administration (or remained at grade 11 levels) and dividing by the total number of non-Special Day Class students in grades 2-12 who are enrolled at the school at the end of the year.

By the end of the 11th grade, students should reach the college and career ready reading level (Lexile 1300 or higher). For this reason, SRI does not define grade level performance for 12th graders. Therefore, students already reading at grade 11 level and who maintain that reading level in both administrations are counted as meeting the target.

Rates for students making no growth or negative growth are similarly calculated by comparing their reading levels between the first and last administration. Note that students who did not take one or both administrations are considered “no matches” and therefore no growth data is available for them.

■ How is the participation rate calculated?

Participation rates are calculated for each administration by dividing the number of students who took the assessment by the total number of non-SDC students in grades 2-12 who were enrolled at the school at the time of the SRI administration.

Chronic Absence

■ What is chronic absence?

A student is defined as chronically absent if he or she misses 10% or more of school days for any reason, excused or unexcused. That’s about 18 days a year, or an average of just two days a month.

■ Why focus on chronic absence?

National and local research clearly shows that chronic absence marks a “tipping point” that has an impact on student learning and achievement, with both short-term and long-term consequences. Missing too much kindergarten, for example, affects not only kindergarten early literacy, but also predicts third grade and fifth grade reading levels. The same is true for math.

Typically, school systems focus on Average Daily Attendance (ADA) and truancy (unexcused absences). However, ADA can hide deceptively high rates of chronic absenteeism. Oakland research showed that seven schools -- all with 95% ADA -- had chronic absence rates ranging from a low of 5.8% to a high of 17.3%. Likewise, focusing only on truancy misses those students with excused absences who are missing too much school and whose learning and academic achievement are most likely to suffer.

Reducing school-wide chronic absence rates to just 5% or less of enrolled students means that most students are not missing so much school that their academic learning suffers. It also means that the school can provide more targeted resources and supports to increase attendance among this relatively small proportion of chronically absent students.

■ How is the chronic absence rate calculated?

A student is identified as chronically absent if he or she has missed 10% of school days for the year-to-date, or if a student has missed 18 or more school days in a 180-day school year. A school's chronic absence rate is calculated by dividing the number of chronically absent students by the total school enrollment.

Note: Because the continuation high schools calculate attendance at an hourly rate and provide opportunities for students to make up missed hours outside the regular school day, the method used to calculate chronic absence needs to be different. The same is true for other alternative education programs such as Independent Studies. Over the next school year, we will work to develop a meaningful attendance or chronic absence metric for these schools. In the meantime, these schools are not counted in the district chronic absence rate.

Student Retention

■ What is student retention?

Student retention, in this case, refers to students who complete 5th grade in an OUSD elementary school and enroll in an OUSD middle school, K-8 school, or 6-12 secondary school for 6th grade the following school year.

■ Why focus on student retention?

Over the past several years, OUSD has lost a significant number of students in the transition from elementary to middle school. As we improve the quality of our middle schools and offer more K-8 and 6-12 options for families, we will hold on to more students and prepare them for high school and for life beyond high school. One measure of continuous improvement of our middle schools is the increase in retention rate from 5th to 6th grade.

■ How is the student retention rate calculated?

For the District Balanced Scorecard, we take all OUSD 5th graders at the end of the school year and match this 5th grade cohort to the 6th graders in OUSD middle schools, K-8 schools, or 6-12 secondary schools in the fall semester of the following school year. The student retention rate is calculated by dividing the number of matched 6th graders by the number of 5th graders in the cohort.

Suspensions

■ What are suspensions?

Suspensions in this case refer to out-of-school suspensions, not on-campus suspensions or office referrals that do not result in removing a student from school. The data for out-of-school suspensions are based on AERIES discipline records entered at school sites, which show an infraction code between 1 and 24 as the Primary Offense code. All California Department of Education discipline codes between 1 and 24 are reserved for out-of-school suspension records.

■ Why focus on suspensions?

Suspensions punish and remove students from the classroom learning environment. Along with attendance and failing course grades, suspensions are a key early warning indicator of a student's likelihood of dropping out of school. Suspension rates are also one indicator of overall school culture and climate.

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 all OUSD students who were suspended. African American male students made up 16% of all OUSD students, but were 41% of all OUSD students who were suspended. All other ethnicity groups are underrepresented among suspended students as compared to their percentage of the overall OUSD enrollment. For example, in 2011-12, Latino students made up 38% of OUSD students, but were only 27% of the students who were suspended. Latino males made up 20% of OUSD students, and 19% of suspended students.

In October 2012, OUSD voluntarily adopted an Office of Civil Rights Agreement to Resolve OUSD's disproportionate school discipline of African American students. This agreement is also referred to as the "Voluntary Resolution Plan." By entering into this agreement, OUSD is committing to the transformation of school cultures in such a way that eliminates the disproportionate suspension and school discipline for African American students by the year 2017.

Although the focus is on eliminating disproportionality in school discipline for African American students, we want to reduce suspension rates across the board, and keep all students in the classroom engaged in learning. For elementary schools, the goal 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.

■ How is the suspension rate calculated?

For the District Balanced Scorecard, we are looking at the proportion of students who received one or more suspensions during the school year, rather than looking at the number of suspension incidents.

The district-wide suspension rate for the District Balanced Scorecard is calculated by taking the number of students who received one or more out-of-school suspension throughout the year, and dividing that number by the active student enrollment for all district schools at the end of the year. End-of-year enrollment data are pulled two weeks after the close of school to allow for updated final year-end data.

Note #1: This end-of-year active enrollment count is different than the school enrollment totals used to calculate the rate for the monthly year-to-date “Students Receiving Suspensions” reports. These reports are based on the current active student count at the time the report is run.

Note #2: The end-of-year active enrollment is an inaccurate denominator for schools that experience high student mobility, such as our continuation high schools. Students come and go throughout the year, and if they are suspended from a particular school, they are counted in the numerator but not necessarily in the denominator if they are not still actively enrolled at that same school at the very end of the school year. This can artificially increase the suspension rates for these high-mobility schools. Over the next school year, we will begin to address this issue to develop a more accurate suspension rate for high mobility schools.

Teacher Growth & Effectiveness

■ What teacher growth and effectiveness?

Teacher growth and effectiveness is a measure of the extent to which teachers deliver effective instruction and support student learning, and their growth in delivery of effective teaching over time, as indicated by performance evaluation findings.

■ Why focus on teacher growth and effectiveness?

Access to high quality, effective teaching is the single most influential factor that impacts the ability of students to graduate from high school ready to succeed in college, careers and the community. Performance evaluation findings constitute important feedback and support for individual teachers as they continuously learn, develop, and improve their content knowledge and instructional practices.

■ How will teacher growth and effectiveness measured?

The District is initiating work to build systems for monitoring and analyzing teacher evaluation data, with an emphasis on providing data in real time on the needed growth areas of teachers being evaluated, and providing dynamic links to resources designed to support their ongoing professional development. For this to be possible, we need to develop the discipline and practice of conducting regular and consistent evaluations. We also need to develop more robust and multi-faceted evaluation tools and process. Consequently, the work plan for 2013-14 includes the following:

- * Provide professional learning and coaching to site leaders to implement the current performance evaluation tool;
- * Monitor and analyze teacher performance evaluation data - to the extent possible given the limitations of the current evaluation instrument;
- * Establish an Educator Effectiveness Steering Committee to oversee development of ongoing work related to teacher and principal effectiveness frameworks, evaluation systems, and data management;
- * Complete three teacher evaluation pilots through the performance evaluation MOU, in collaboration with OEA (Oakland Education Association, Oakland's teachers union);
- * Establish a Joint Study Committee to analyze findings from the evaluation pilots and make recommendations for modifications and improvements to our current teacher evaluation system;
- * Continue work on and refine the Oakland Effective Teaching Framework – to establish a shared definition of effective teaching.

The ultimate goal is to establish a shared understanding and widely accepted definition of effective teaching – and on the basis of this, implement an evaluation system that will be able to indicate:

- The percentage of our teachers who are consistently delivering high quality effective instruction,
- The percentage of our teachers who made growth over time in their ability to deliver high quality effective instruction,
- Areas of focus and need for professional growth and learning initiatives,
- And, in conjunction with our emerging Human Capital Data Management System, the profile of teachers who are best prepared to deliver high quality effective instruction.

Teacher Engagement/Professional Learning

■ What is teacher engagement/professional learning?

Each year, teachers have multiple opportunities to engage in professional learning offered through central office. With the transition and implementation of the Common Core State Standards, much of the professional development for teachers has focused on the shifts in

curriculum, assessment, and instructional practices necessary to teach the Common Core and the Next Generation Science Standards. Other professional learning opportunities have been offered in areas of Social and Emotional Learning, culturally relevant pedagogy, creating positive school and classroom culture, and other topics.

■ Why focus on teacher engagement and professional learning?

High quality effective teaching is fundamental to quality community schools in every neighborhood, and to student learning and achievement for all of our students. Whether a first-year teacher or a teacher with 15 years of experience, all teachers need and deserve opportunities for professional learning and development.

■ How is teacher engagement/professional learning measured?

The District is developing a way to measure teacher engagement in professional learning, and future Scorecards will provide data on teacher participation and satisfaction with professional learning opportunities, including formal professional development and trainings, as well as mentorship experiences, particularly for beginning teachers.

The 2012-13 District Balanced Scorecard measures the areas of professional learning that teachers identified as most needed. The Scorecard shows the percent of respondents who answered “Yes” to the California School Climate Survey question: Do you need more professional development, training, or mentorship about:

- * Serving special education (IEP) students?
- * Meeting the social, emotional, and development needs of youths?
- * Closing the achievement gap?
- * Serving English language learners?
- * Evidence-based methods of instruction?
- * Culturally relevant pedagogy?
- * Creating a positive school environment?
- * Positive behavior/classroom management?
- * Meeting academic standards?
- * Working with diverse racial, ethnic, and cultural groups?

Teacher Retention

■ What is teacher retention?

Teacher retention means keeping teachers in our district schools from year to year, and holding onto effective teachers over longer periods of time (e.g., five years or longer).

■ Why focus on teacher retention?

Each year, the District recruits new teachers to fill vacant positions in our classrooms and schools. This is a normal and expected process in any school system. However, urban school districts such as Oakland also face higher teacher turnover in some schools, particularly in higher poverty communities, and in some key content areas such as secondary Math and Science or Special Education. Retaining teachers in these schools and communities, and in these key areas, contributes to the stability of a school, a healthy mix of teaching experience, teacher collaboration, professional development, and ultimately benefits the students and their learning. Knowing what contributes to teacher retention, and what contributes to teacher attrition, will help us to develop effective and focused recruitment strategies. Knowing more about why some teachers leave, and what helps other teachers to stay and be successful, will inform teacher support and development strategies. We want to be sure that our teacher growth and development resources are committed thoughtfully, with a focus on data informed continuous improvement. To achieve this we need to build a comprehensive human capital data management system.

■ How is the teacher retention rate calculated?

We plan to calculate the teacher retention rate by looking at the number and percentage of new teachers retained after their fifth year of service in OUSD. The District is currently developing analysis of the cohort of teachers who entered OUSD in 2008-09, and determining how many are still teaching in OUSD five years later. The retention rate will be determined by dividing the number of teachers still in OUSD classrooms by the total number in their 2008-09 cohort. This will become the baseline number and percentage for teacher retention analysis going forward.

Developing High Quality Schools

■ What defines a High Quality School?

High Quality Schools, for purposes of the District Balanced Scorecard, are defined by the Board-adopted School Quality Standards that can be found on pages 55-56 of the District's Strategic Plan. These quality standards were developed through a year-long engagement process that included parents, students, teachers, bargaining units, administrators at schools and central office, community partner organizations; as well as a review of local and national research.

The school quality standards are applied to schools through an annual School Quality Review process. Some 15-20 schools undergo this School Quality Review process each year. The process involves a trained team of 5-7 leaders from schools sites and central office departments who conduct a comprehensive review of the school based on the quality standards. The review includes triangulating information from data and documents at the school, a self-reflection conducted by the school based on the quality standards, and a three-day site visit.

The results of the review are disseminated broadly within the school community. The district has begun to increase the allocation of support in the year following a School Quality Review to assist the school in incorporating the results into its school improvement planning process.

■ Why focus on School Quality Review?

The School Quality Review represents the most comprehensive and qualitative shared view of quality for each of our schools. The review provides a compelling picture of a school's strengths and challenge areas. The review provides information that can support a range of improvement planning action steps. The review takes into account quality of learning environment, school culture and climate, a school's continuous improvement efforts, the engagement of families, students, and community, as well as the effectiveness of all those who represent the leadership of the school.

Additionally, as part of the NCLB flexibility waiver, commonly referred to as the CORE (California Office to Reform Education) Waiver, OUSD along with seven other California districts have outlined the school quality review process as a core feature to the CORE alternate accountability system called the School Quality Improvement System. As well, in 2012, Governor Jerry Brown signed legislation regarding a new API structure that would include statewide use of a local school quality review process, pending legislation to provide additional funding. Thus, school quality review is increasingly seen as an authentic, reliable way to measure school quality. This approach is also favored in large part due to the ability to use the review as a guide in the school's improvement efforts.

■ How are the School Quality Review ratings calculated?

Through the School Quality Review (SQR) process, each school receives ratings ranging from Undeveloped (1) or Beginning (2) to Sustaining (3) or Refining (4) on a set of criteria, from College-going Culture and Resources to Family Engagement on Academic Engagement and Opportunities. By the time of a second cycle of School Quality Review three years later, the goal is that each school will improve by two rating levels on the rubric, or will maintain at the Sustaining or Refining level, indicating a quality community school.

Ratings are derived from the School Quality Review rubric for each school and summarized on the Scorecard for all schools that engaged in the SQR process during the previous school year.

Following the three-year review for 2010-11 SQR schools, the Scorecard will indicate how many and what percentage of these schools met the goal.

Revenues & Expenses

In July 2009, OUSD emerged from six years of state receivership, and faced a large structural deficit and loan repayments to the state. A top priority has been to close the structural deficit – where district expenses exceed revenues – and to become solvent so that our resources are maximized to provide improved teaching and learning, and improved student outcomes.

This important Scorecard indicator shows the three-year trend, and monitors progress toward the goal of equalizing revenues and expenses for a given school year.

Resource Allocation I & II

It is not only important to be fiscally solvent, but to maximize our resources to support district priorities and to equitably address student needs. This section of the Scorecard indicates the 2013-14 work plans to monitor resource allocation to district priority areas such as Special Education, implementation of the Common Core State Standards, strengthening and improving our high schools, supporting the Office of Civil Rights Agreement to Resolve (aka Voluntary Resolution Plan) and transforming school cultures, and support for English language learners.