



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Collective Measurable Pupil Outcomes

Charter School Material Revision



Presented by Silke Bradford, Office of Charter Schools

Presented to OUSD Board of Education

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www.ousd.org



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History

- OUSD's Collective MPOs were **developed in partnership with charter leaders** that participated in three working groups in 2014-15.
- The Collective MPOs were intentionally **aligned with LCAP metrics** so that schools would be tracking the types of data mandated by the state.
- The Collective MPOs also **closely align with the former OUSD District Balanced Scorecard**, which is the foundation for the citywide **School Performance Framework (SPF)** currently in development.

The Need

The majority of charter schools authorized by OUSD had one or more problems with their MPOs:

- **A lack of discrete goals, targets, or instruments:** many MPOs listed multiple goals, targets, or instruments. This made evaluating the MPO as "met" or "not met" impossible.
- **Not measurable:** an MPO is not measurable if there is no instrument identified or if the instrument identified is no longer used by the school (i.e. portfolios, standards based grading, etc.) or the state (i.e. CSTs).

Metrics & Rationale

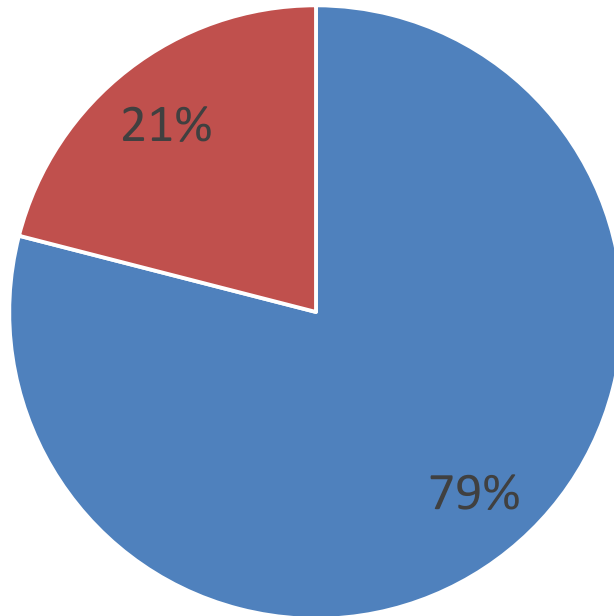
- **SBAC (ELA & Math)** performance is a state renewal criteria.
- **Reading or ELA Assessment** are the least likely to change due to the transition to Common Core and are correlated with future academic success (i.e. high school graduation).
- **EL CELDT Level Growth vs. Reclassification Only** allows for schools to identify students who are not making progress and are at risk for becoming long term English Learners.



Metrics & Rationale

- **Chronic Absence** is a better measure than Average Daily Attendance (ADA) and truancy (unexcused absences) because ADA can hide deceptively high rates of chronic absenteeism.
- **Cohort Graduation** rate is an indication that students are on track throughout their four years of high school.
- **Family and Student Surveys** is critical for continuous school improvement. While we did not require any specific survey question, we did require three areas to be addressed: **(1)** school safety; **(2)** academic instruction; **(3)** voice in school decision-making and/or opportunity for feedback.

Charter School Participation in Collective MPOs



**Participating Schools
(79%):**

30 Schools

**Non-Participating
Schools (21%):**

8 Schools

- 4 Education For Change
- 3 Amethod
- Oakland Military Institute

Charter Leaders

