Oakland Unified School District

District Balanced Scorecard - 2015-16

Goal: Graduates are college and career-ready

- **Cohort Graduation**
  Increase the four-year cohort graduation rate by 2 percentage points.

- **Cohort Dropout**
  Reduce the four-year cohort dropout rate by 3 percentage points.

Goal: Students are proficient in state academic standards

- **SBAC English Language Arts & Math**
  Establish baseline for proficiency rates on new online state tests in 2014-15.
  - Standard Met on SBAC ELA: 18.9%
  - Standard Exceeded on SBAC ELA: 9.8%

Goal: Students are reading at or above grade level

- **SRI - Grade 3**
  Increase the percent of students reading at or above grade level by 5 percentage points.

- **SRI - Grade 6**
  Increase the percent of students reading at or above grade level by 5 percentage points.

- **SRI - Grade 9**
  Increase the percent of students reading at or above grade level by 4 percentage points.

Pathway Participation
Increase the Grade 10-12 career pathway participation rate by 5 percentage points annually.

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

**EL Reclassification**
Increase the English Learner (EL) English Fluency reclassification rate by 3 percentage points.

**LT EL Reclassification**
Increase the Long-Term English Learner (LT EL) English Fluency reclassification rate by 5 percentage points.

Goal: Students are engaged in school everyday

**Chronic Absence**
Reduce the chronic absence rate by 0.5 percentage points.

**Suspension**
Reduce the off-campus suspension rate by 1 percentage point.

Goal: Parents and families are engaged in school activities

**Parent Survey Participation**
Increase the percent of schools with participation rates above 40% in the California Healthy Kids Parent Survey to 50%.

**Parent Activities**
Increase the percent of schools offering at least 3 academic activities for families per year to 80%.

45 out of 86 schools offered at least 3 academic activities: 52.3%

Definitions

* A-G: High school course requirements that must be completed with a grade of “C” or better for students to be eligible for admission to the University of California or California State University systems.

* CAHSEE: California High School Exit Exam, all high school students in California must pass CAHSEE to earn a high school diploma.

* 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.

* Cohort: A four year cohort is based on first time 9th grade students and is adjusted over time as students leave and as new students transfer in.

* College & Career Pathway: 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.

* EL: English Language Learner

* LTEL: Long Term English Language Learner. A student is considered an LTEL if they have been an ELL for more than six years.

* Reclassification: The process for determining that an English Language Learner has become Fluent English Proficient

* SBAC: Smarter Balanced Assessment Consortium, a multistate consortium working collaboratively to develop a student assessment system aligned with the Common Core State Standards in English Language Arts and Math.

* SRI: Scholastic Reading Inventory, a screening assessment of reading levels.

Website

Visit www.ousdata.org to access supplementary data points in dashboard format.
## Oakland Unified School District

### District Balanced Scorecard – 2015-16

<table>
<thead>
<tr>
<th></th>
<th>Cohort Graduation</th>
<th>Cohort Dropout</th>
<th>A-G Completion</th>
<th>CAHSEE Pass Rate</th>
<th>Pathway Participation</th>
<th>SBI Grade 3</th>
<th>SBI Grade 6</th>
<th>EL Reclassification</th>
<th>LTEL Reclassification</th>
<th>Chronic Absence</th>
<th>SBAC ELA (Standard Met / Standard Exceeded)</th>
<th>SBAC Math (Standard Met / Standard Exceeded)</th>
<th>Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White</strong></td>
<td>75.4%</td>
<td>16.6%</td>
<td>76.5%</td>
<td>79.9%</td>
<td>54.2%</td>
<td>78.7%</td>
<td>70.5%</td>
<td>72.4%</td>
<td>13.7%</td>
<td>6.5%</td>
<td>30.9% / 35.8%</td>
<td>28.9% / 33.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>71.5%</td>
<td>16.9%</td>
<td>60.1%</td>
<td>71.0%</td>
<td>57.2%</td>
<td>54.7%</td>
<td>45.4%</td>
<td>56.5%</td>
<td>23.1%</td>
<td>20.2%</td>
<td>32.2% / 17.0%</td>
<td>24.0% / 21.3%</td>
<td>0.9%</td>
</tr>
<tr>
<td><strong>All</strong></td>
<td>60.8%</td>
<td>23.3%</td>
<td>39.8%</td>
<td>52.0%</td>
<td>49.5%</td>
<td>42.8%</td>
<td>31.5%</td>
<td>38.0%</td>
<td>15.4%</td>
<td>21.0%</td>
<td>18.9% / 9.8%</td>
<td>13.9% / 9.3%</td>
<td>3.9%</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>54.3%</td>
<td>26.6%</td>
<td>18.0%</td>
<td>39.8%</td>
<td>37.2%</td>
<td>31.8%</td>
<td>19.0%</td>
<td>28.8%</td>
<td>16.0%</td>
<td>28.6%</td>
<td>9.5% / 2.3%</td>
<td>7.0% / 2.1%</td>
<td>10.3%</td>
</tr>
<tr>
<td><strong>Males</strong></td>
<td>58.6%</td>
<td>24.9%</td>
<td>23.6%</td>
<td>43.1%</td>
<td>38.2%</td>
<td>36.0%</td>
<td>23.6%</td>
<td>31.6%</td>
<td>16.9%</td>
<td>21.1%</td>
<td>13.0% / 3.2%</td>
<td>7.4% / 2.1%</td>
<td>8.2%</td>
</tr>
<tr>
<td><strong>Latino</strong></td>
<td>54.5%</td>
<td>26.2%</td>
<td>36.2%</td>
<td>46.2%</td>
<td>54.6%</td>
<td>28.4%</td>
<td>23.8%</td>
<td>29.2%</td>
<td>13.6%</td>
<td>21.5%</td>
<td>14.9% / 4.2%</td>
<td>10.5% / 3.2%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td>57.8%</td>
<td>26.7%</td>
<td>13.8%</td>
<td>48.3%</td>
<td>58.1%</td>
<td>30.8%</td>
<td>25.0%</td>
<td>32.4%</td>
<td>9.2%</td>
<td>10.0%</td>
<td>10.3% / 3.7%</td>
<td>11.9% / 3.2%</td>
<td>4.7%</td>
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<tr>
<td><strong>Khmer speaking</strong></td>
<td>47.1%</td>
<td>35.3%</td>
<td>29.2%</td>
<td>62.5%</td>
<td>54.9%</td>
<td>41.2%</td>
<td>31.3%</td>
<td>39.1%</td>
<td>12.9%</td>
<td>8.9%</td>
<td>25.2% / 4.6%</td>
<td>19.7% / 2.3%</td>
<td>2.3%</td>
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<tr>
<td><strong>Mien speaking</strong></td>
<td>64.7%</td>
<td>23.5%</td>
<td>38.5%</td>
<td>58.3%</td>
<td>59.7%</td>
<td>41.7%</td>
<td>*</td>
<td>38.1%</td>
<td>21.7%</td>
<td>21.2%</td>
<td>22.9% / 5.7%</td>
<td>13.6% / 4.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>33.3%</td>
<td>58.3%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>23.9%</td>
<td>19.4% / 4.8%</td>
<td>4.7% / 6.3%</td>
<td>4.3%</td>
</tr>
<tr>
<td><strong>Arabic speaking</strong></td>
<td>46.7%</td>
<td>31.1%</td>
<td>50.0%</td>
<td>28.6%</td>
<td>66.9%</td>
<td>14.8%</td>
<td>17.7%</td>
<td>15.2%</td>
<td>7.2%</td>
<td>9.8%</td>
<td>10.5% / 1.9%</td>
<td>6.9% / 3.2%</td>
<td>3.3%</td>
</tr>
<tr>
<td><strong>Low Income</strong></td>
<td>67.0%</td>
<td>16.2%</td>
<td>37.5%</td>
<td>50.1%</td>
<td>51.7%</td>
<td>33.3%</td>
<td>25.8%</td>
<td>35.7%</td>
<td>14.9%</td>
<td>20.9%</td>
<td>15.9% / 4.7%</td>
<td>11.0% / 4.9%</td>
<td>4.5%</td>
</tr>
<tr>
<td><strong>Foster</strong></td>
<td>33.3%</td>
<td>36.4%</td>
<td>0%</td>
<td>27.8%</td>
<td>40.3%</td>
<td>16.7%</td>
<td>5.6%</td>
<td>8.8%</td>
<td>14.3%</td>
<td>20.0%</td>
<td>4.9% / 1.6%</td>
<td>6.3% / 1.1%</td>
<td>13.4%</td>
</tr>
<tr>
<td><strong>Student With Disabilities</strong></td>
<td>55.1%</td>
<td>22.9%</td>
<td>9.6%</td>
<td>8.1%</td>
<td>42.7%</td>
<td>13.5%</td>
<td>7.0%</td>
<td>11.1%</td>
<td>4.5%</td>
<td>7.4%</td>
<td>3.5% / 1.6%</td>
<td>3.1% / 1.8%</td>
<td>7.9%</td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td>36.2%</td>
<td>39.5%</td>
<td>22.4%</td>
<td>15.4%</td>
<td>48.8%</td>
<td>11.2%</td>
<td>1.9%</td>
<td>3.4%</td>
<td>NA</td>
<td>NA</td>
<td>2.4% / 0.2%</td>
<td>4.2% / 0.7%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

All goals appearing in the Balanced Scorecard appear in Oakland’s Local Control Accountability Plan. *Student groups totaling less than 11* in any academic year are excluded from this report to protect student privacy.