

Oakland Unified School District



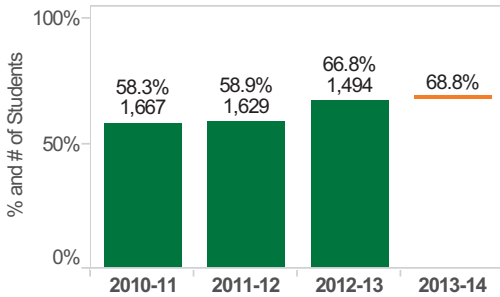
OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

District Balanced Scorecard - 2014-15

Goal: Graduates are college and career-ready

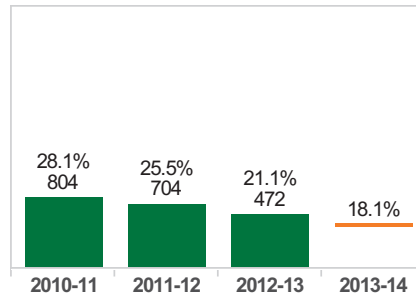
Cohort Graduation

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



Cohort Dropout

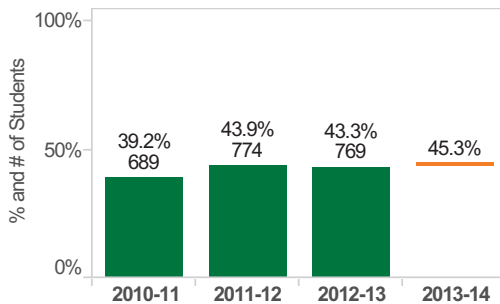
Reduce the four-year cohort dropout rate by 3 percentage points.



The purpose of the Balanced Scorecard (BSC) 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.

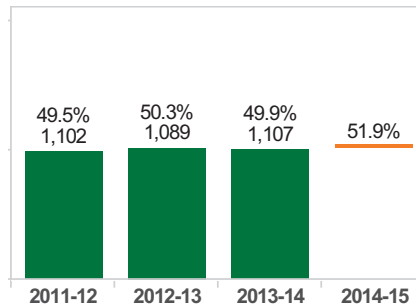
A-G Completion

Increase the A-G completion rate with a grade of C or better by 2 percentage points.



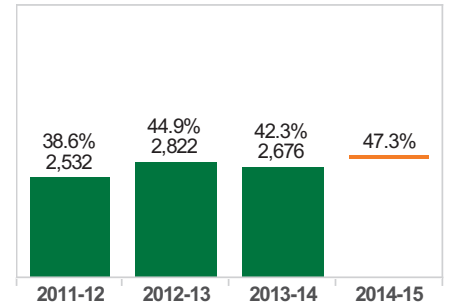
CAHSEE Pass Rate

Increase the Grade 10 CAHSEE passing rate by 2 percentage points.



Pathway Participation

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



Goal: Students are proficient in state academic standards

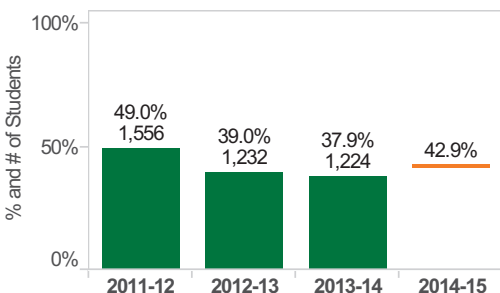
SBAC English Language Arts & Math

Establish baseline for proficiency rates on new online state tests in 2014-15.

Goal: Students are reading at or above grade level

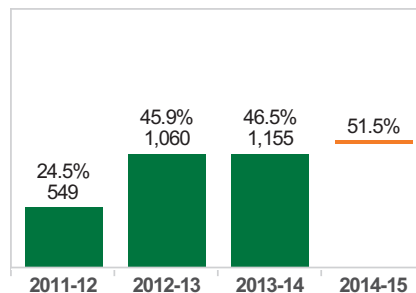
SRI - Grade 3

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



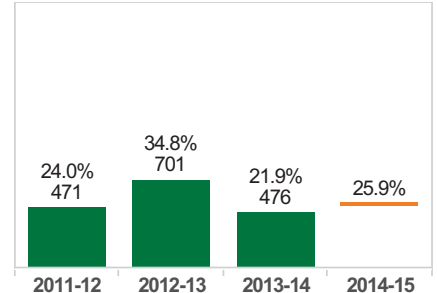
SRI - Grade 6

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



SRI - Grade 9

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



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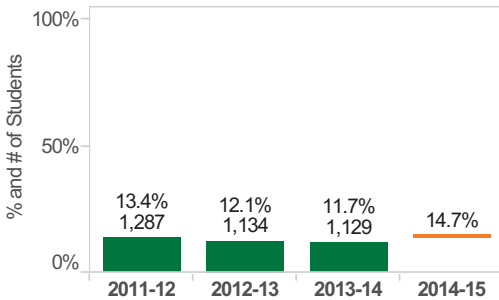


District Balanced Scorecard - 2014-15

Goal: English Learners are reaching English Fluency

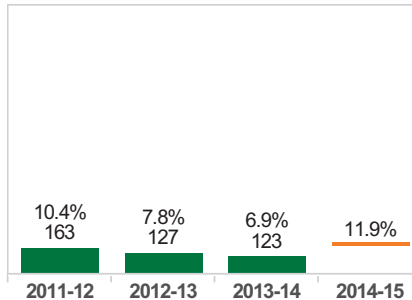
EL Reclassification

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



LTEL Reclassification

Increase the Long-Term English Learner (LTEL) reclassification rate by 5 percentage points.



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 LTELL 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.

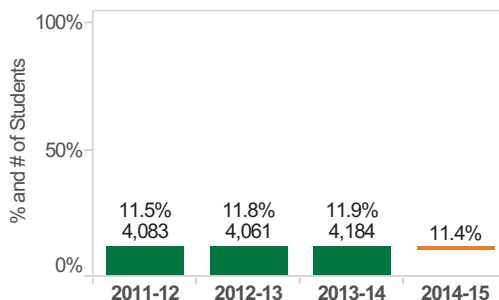
SBAC: Smarter Balanced Assessment Consortium, a multistate consortium working collaboratively to develop a student assessment system aligned with the Common Core State Standards in in ELA and Math).

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

Goal: Students are engaged in school everyday

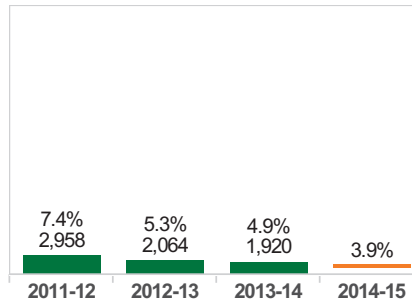
Chronic Absence

Reduce the chronic absence rate by 0.5 percentage points.



Suspension

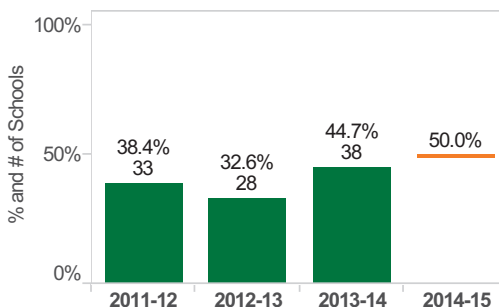
Reduce the off-campus suspension rate by 1 percentage point.



Goal: Parents and families are engaged in school activities

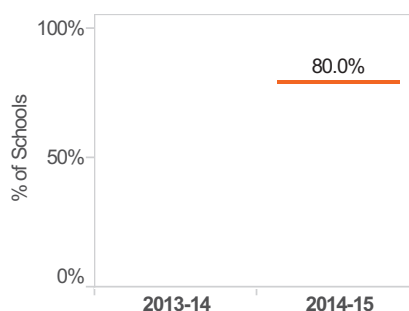
Parent Survey Participation

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%.



Oakland Unified School District

District Balanced Scorecard Indicators by Subgroup – 2014-15

	Cohort Graduation	Cohort Dropout	A-G Completion	CAHSEE Pass Rate	Pathway Participation	SRI Grade 3	SRI Grade 6	SRI Grade 9	EL Reclassification	LTEL Reclassification	Chronic Absence	Suspension	Parent Survey Participation
White	76.9%	13.6%	71.3%	83.1%	50.2%	77.9%	83.3%	7.6%	14.2%	9.5%	5.4%	1.1%	
Asian	76.3%	13.3%	60.9%	64.2%	53.8%	55.8%	59.4%	32.4%	17.0%	4.7%	5.2%	1.4%	
All	66.8%	21.1%	43.3%	49.9%	42.3%	37.9%	46.5%	21.9%	11.7%	6.9%	11.9%	4.9%	44.7%
African American Male	52.4%	25.8%	26.0%	37.9%	28.0%	28.9%	36.5%	20.2%	15.1%		18.0%	12.7%	
African American	57.1%	23.7%	28.0%	42.1%	31.4%	29.7%	40.4%	21.1%	17.8%	10.0%	18.6%	10.0%	
Latino	59.1%	25.2%	41.7%	43.1%	44.8%	21.3%	40.6%	20.9%	10.1%	6.6%	11.1%	3.2%	
Pacific Islander	53.7%	26.8%	39.1%	61.3%	44.4%	31.7%	43.9%	25.0%	10.8%	11.1%	19.4%	5.6%	
Khmer-speaking			46.2%	40.6%	52.3%	40.9%	43.5%	27.3%	13.3%	2.5%	14.6%	4.2%	
Mien-speaking			41.9%	76.7%	65.7%	27.3%	25.0%	33.3%	14.0%	0.0%	10.2%	4.1%	
Native American	40.0%	40.0%		55.6%	35.5%	30.0%			0.0%		19.3%	5.1%	
Arabic-speaking			35.3%	22.0%	40.7%	17.3%	29.1%	15.6%	7.9%	7.0%	12.0%	2.7%	
Low Income			47.5%	46.7%	42.5%	26.7%	41.9%	23.0%	11.9%	7.1%	13.2%	5.7%	
Foster			6.7%	15.8%	26.4%	6.7%	25.0%	9.1%	13.0%		25.9%	16.1%	
Student With Disabilities	51.4%	24.5%	8.6%	10.1%	31.9%	9.9%	11.7%	4.6%	1.7%	0.5%	19.0%	10.3%	
English Learners	49.3%	32.6%	23.1%	10.7%	37.5%	8.1%	13.2%	4.5%			10.4%	2.9%	