

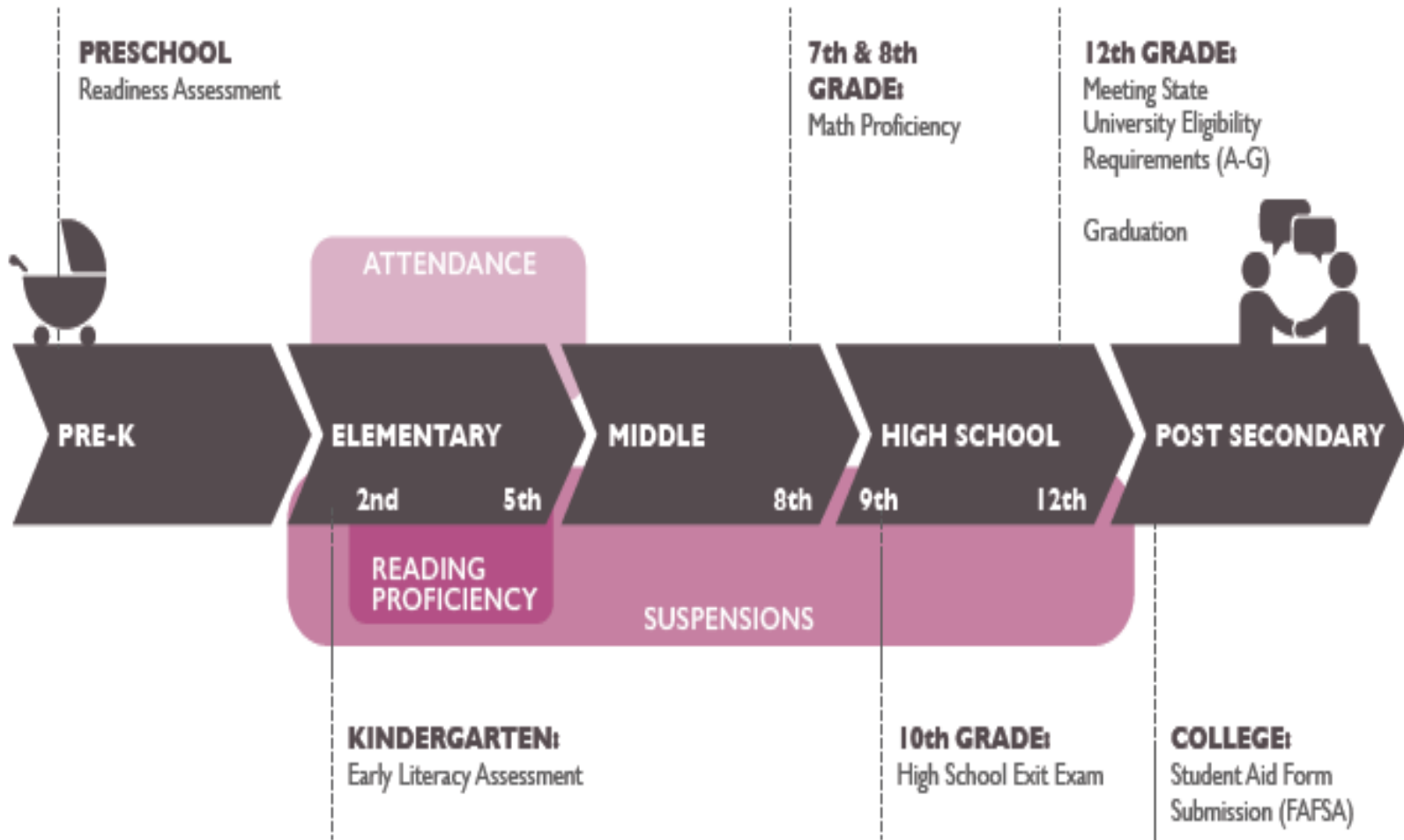
# The Third Annual Oakland Achieves

## Progress Report on Public Education

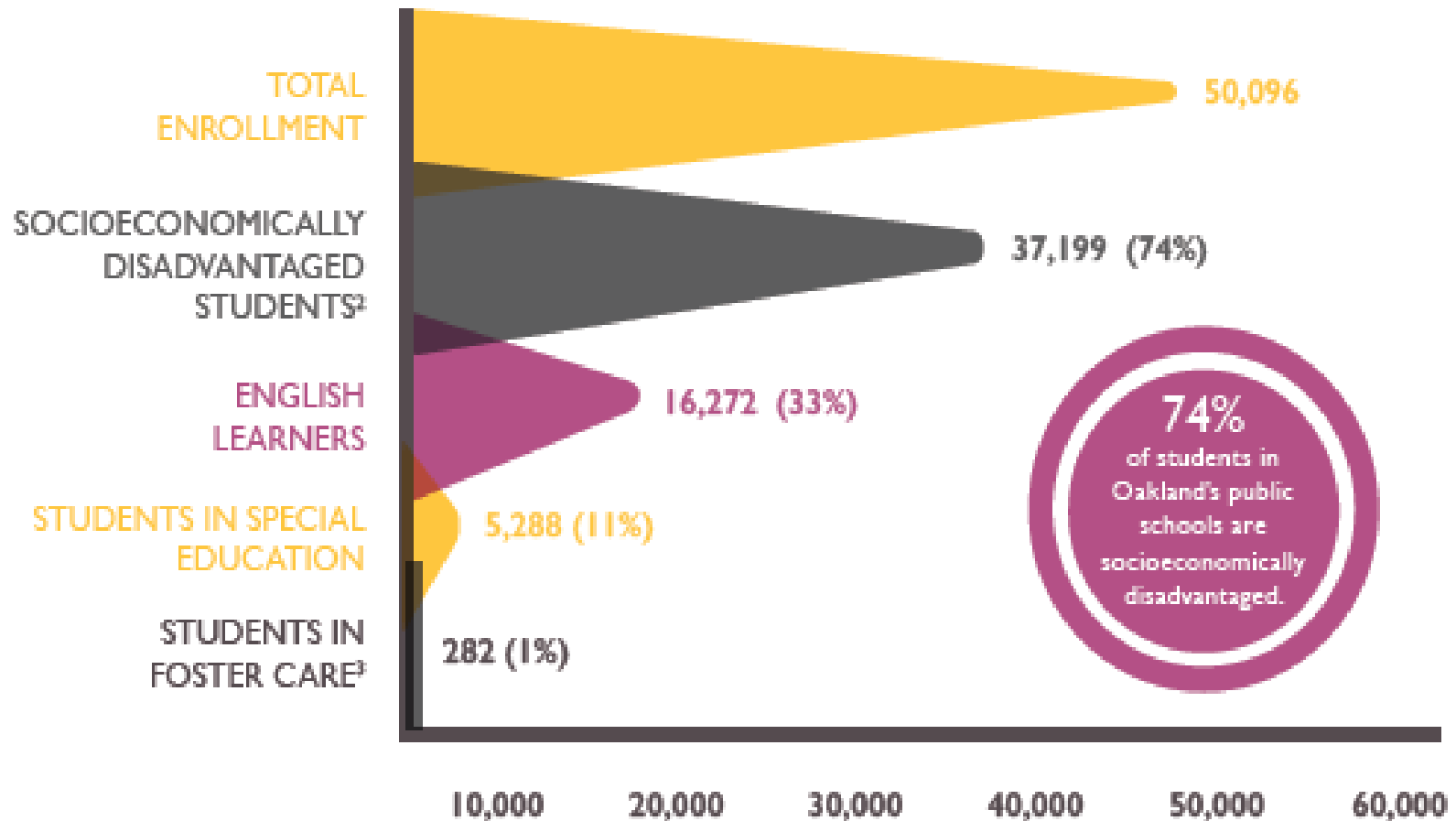


A Product of the  
Oakland Achieves Partnership

# Cradle-to-Career Framework



# Groups included in the report



# Percent Enrolled by Race/Ethnicity

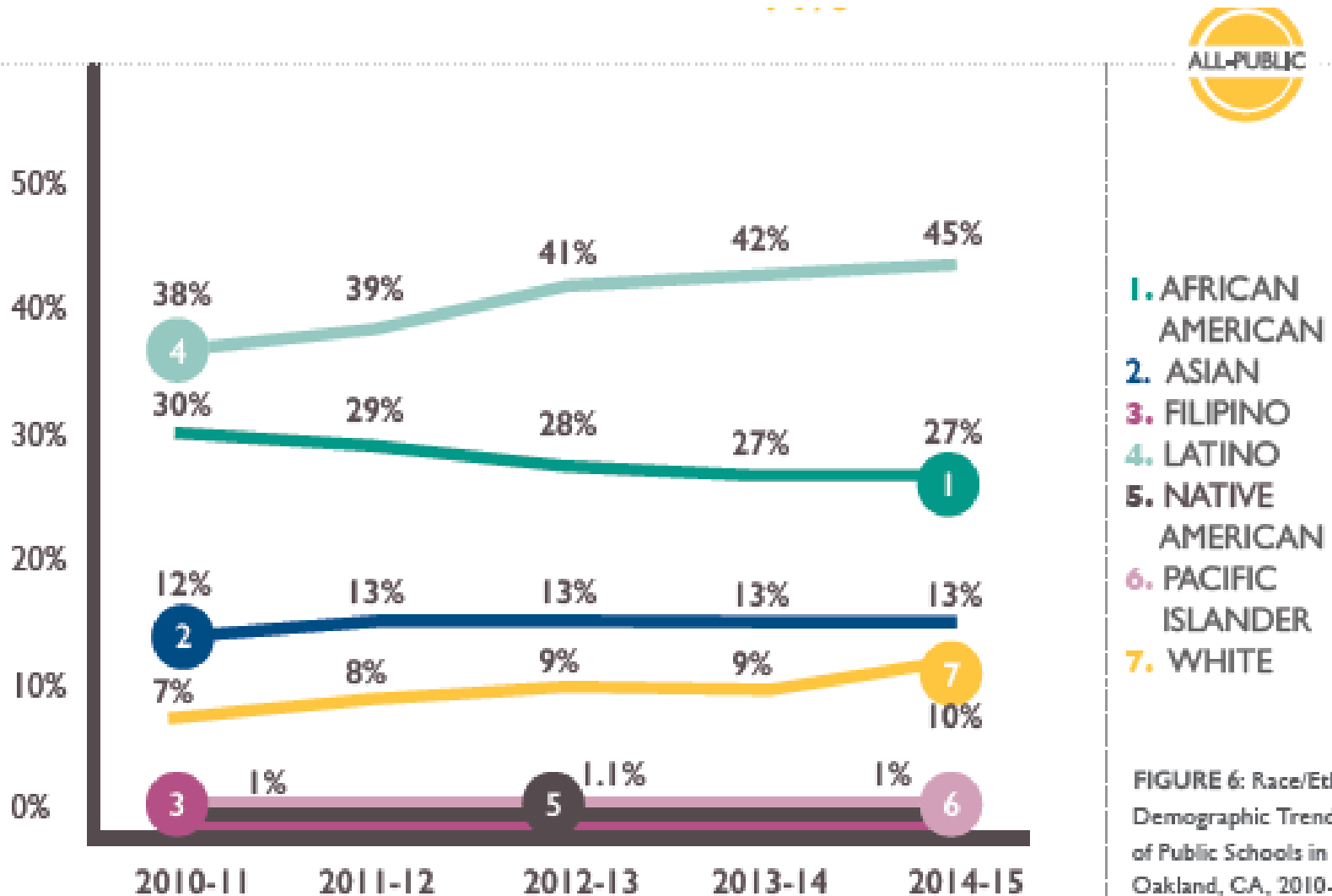


FIGURE 6: Race/Ethnic Demographic Trend of Public Schools in Oakland, CA, 2010-11 to 2014-15.

# Readiness of OUSD Preschoolers

## SCHOOL READINESS

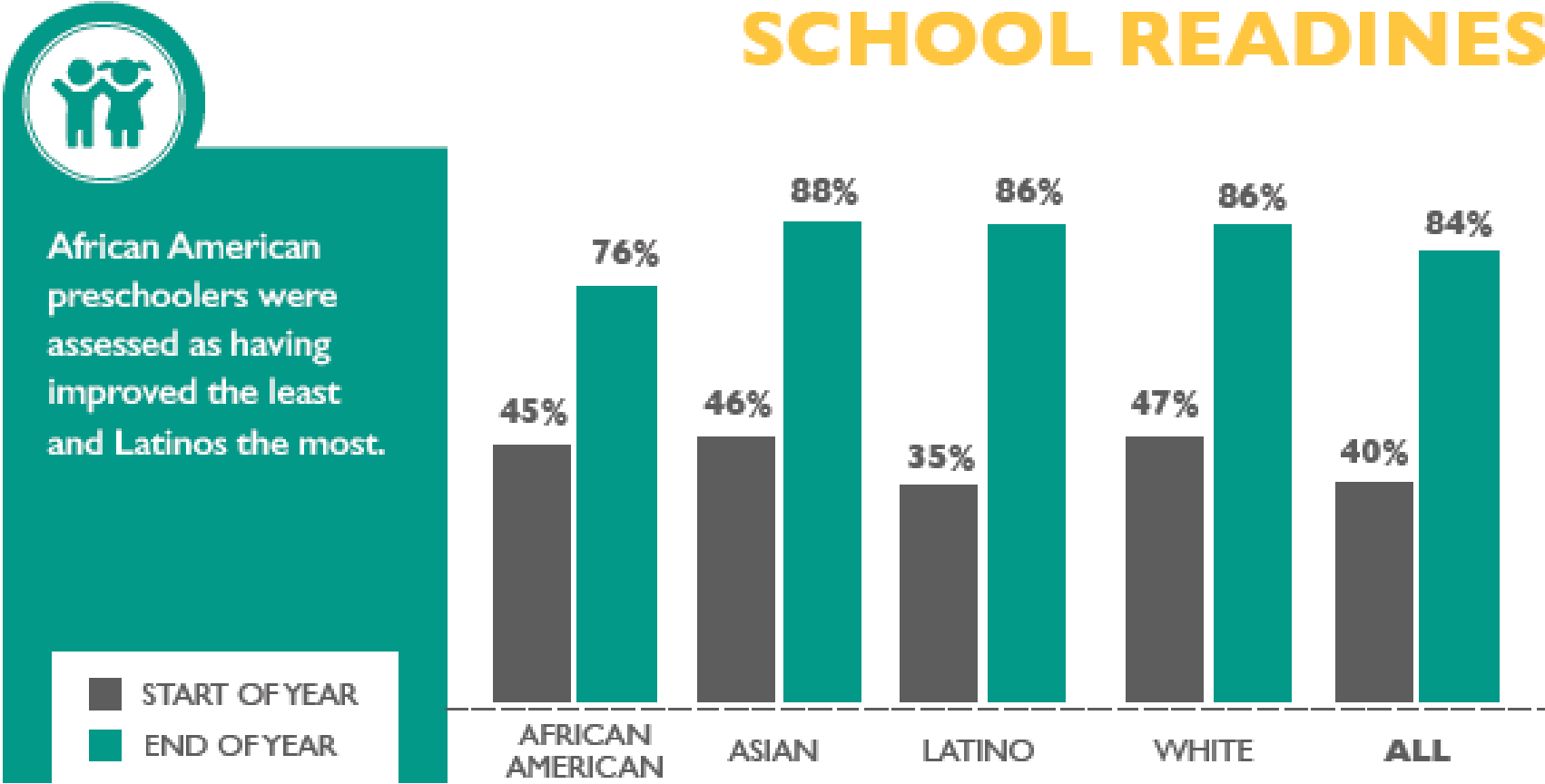


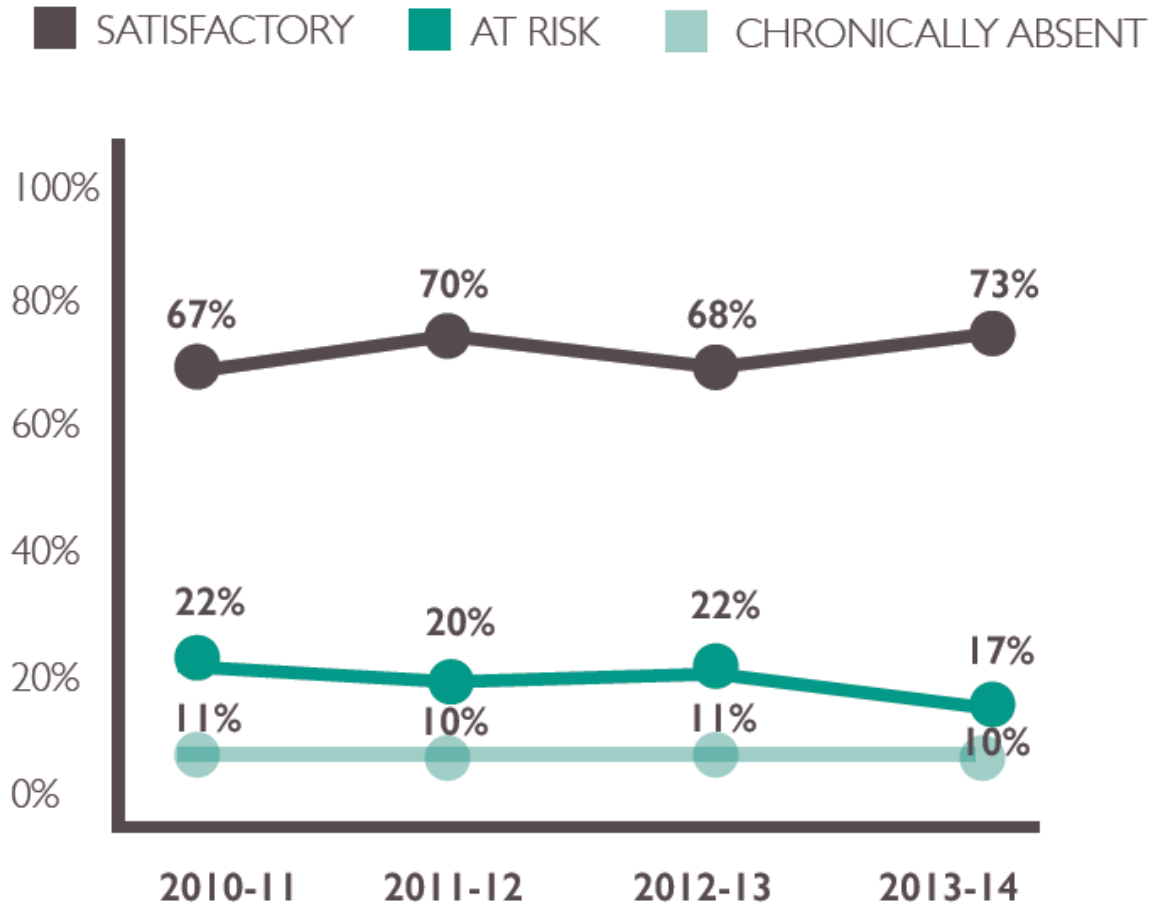
FIGURE 10: Percentage of Students Assessed as Ready for Kindergarten on the DRDP at the Beginning and End of the Preschool Year, 2013-14.

# Attendance



Chronic absence in elementary schools has gone down, while satisfactory attendance has increased markedly.

FIGURE 14: Attendance in Grades K-5 by Ethnicity, 2010-11 to 2013-14.



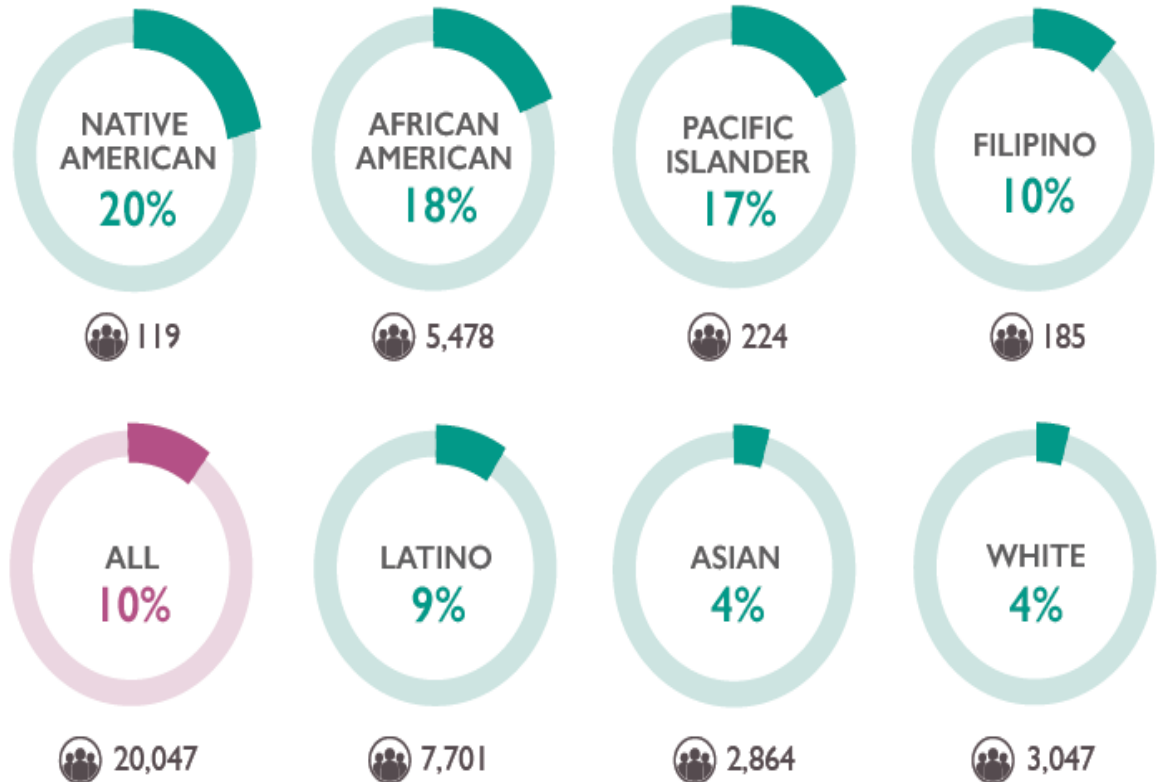
# Chronic Absence by Race/Ethnicity

## CHRONIC ABSENCE



Chronic absence is highest amongst African American, Native American, and Pacific Islander elementary students.

**FIGURE 15**  
Chronic Absence Rates in K-5  
by Ethnicity, 2013-14.



# Elementary Reading by Race/Ethnicity

## READING AT GRADE LEVEL

Latino 2nd-5th graders were least likely to read at grade level by the end of the year, while less than half of African American and Pacific Islander students were at grade level.

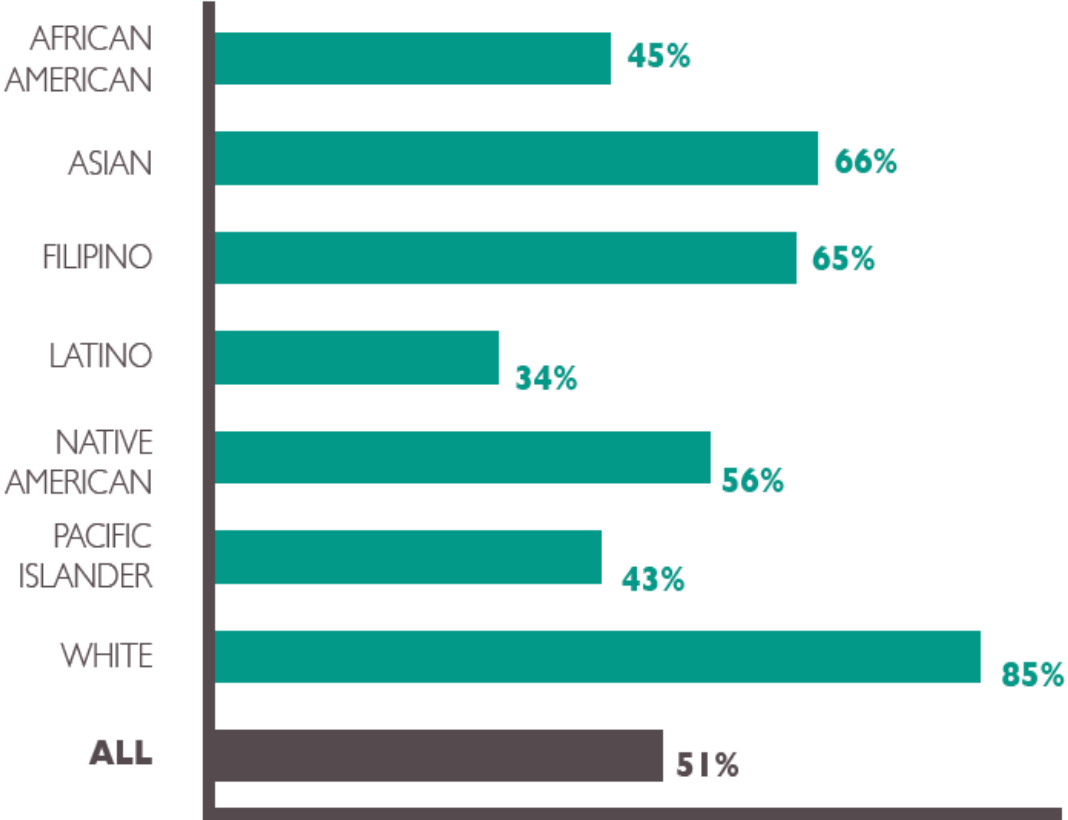
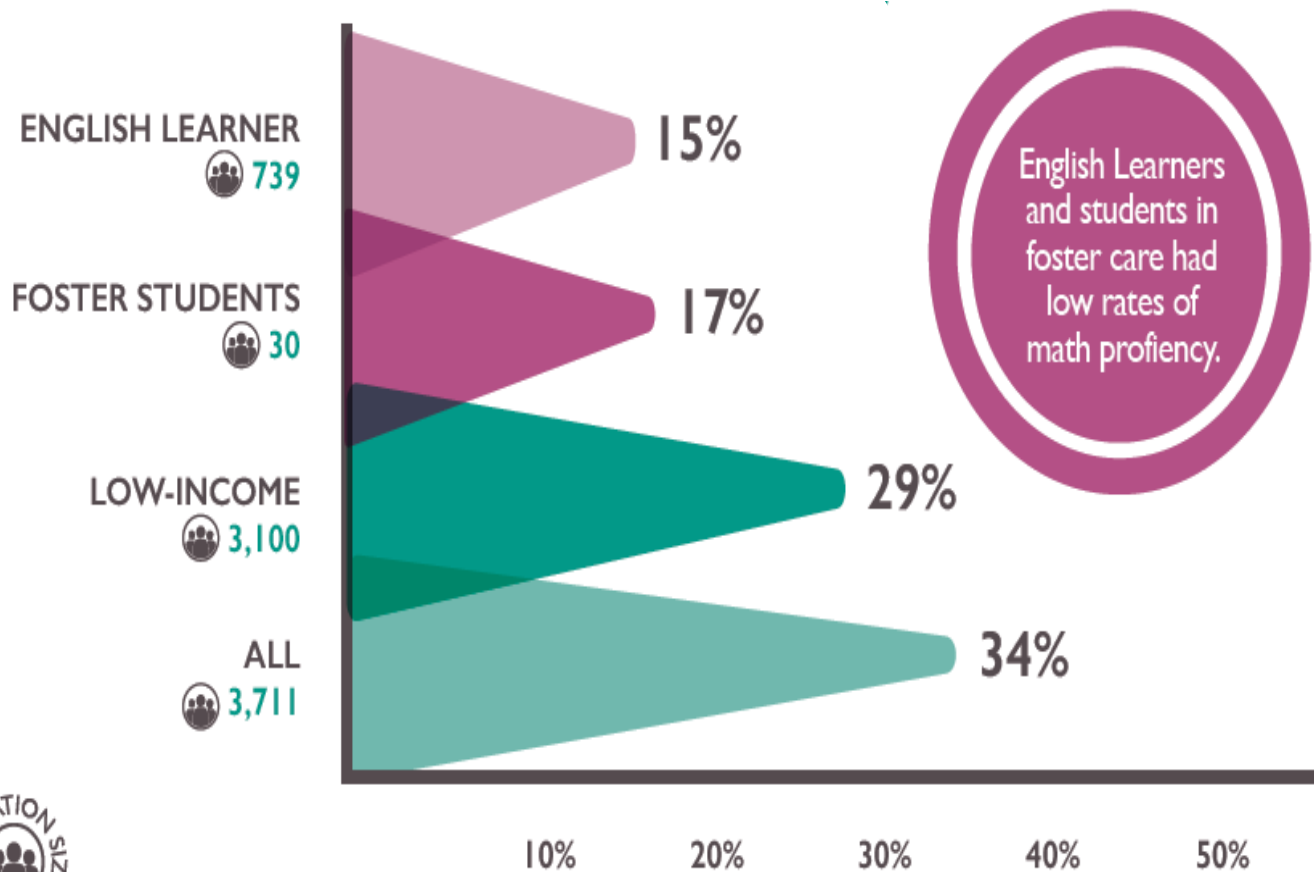


FIGURE 18: Percentage of Students in Grades 2-5 Reading at Grade Level by the End of the Year (Out of Students Tested) by Ethnicity, 2013-14.



# Middle School Math by Vulnerable Populations



**FIGURE 22:**  
Percent Proficient or  
Advanced on the Common  
Core Math Assessment by  
Vulnerable Populations,  
2013-14.



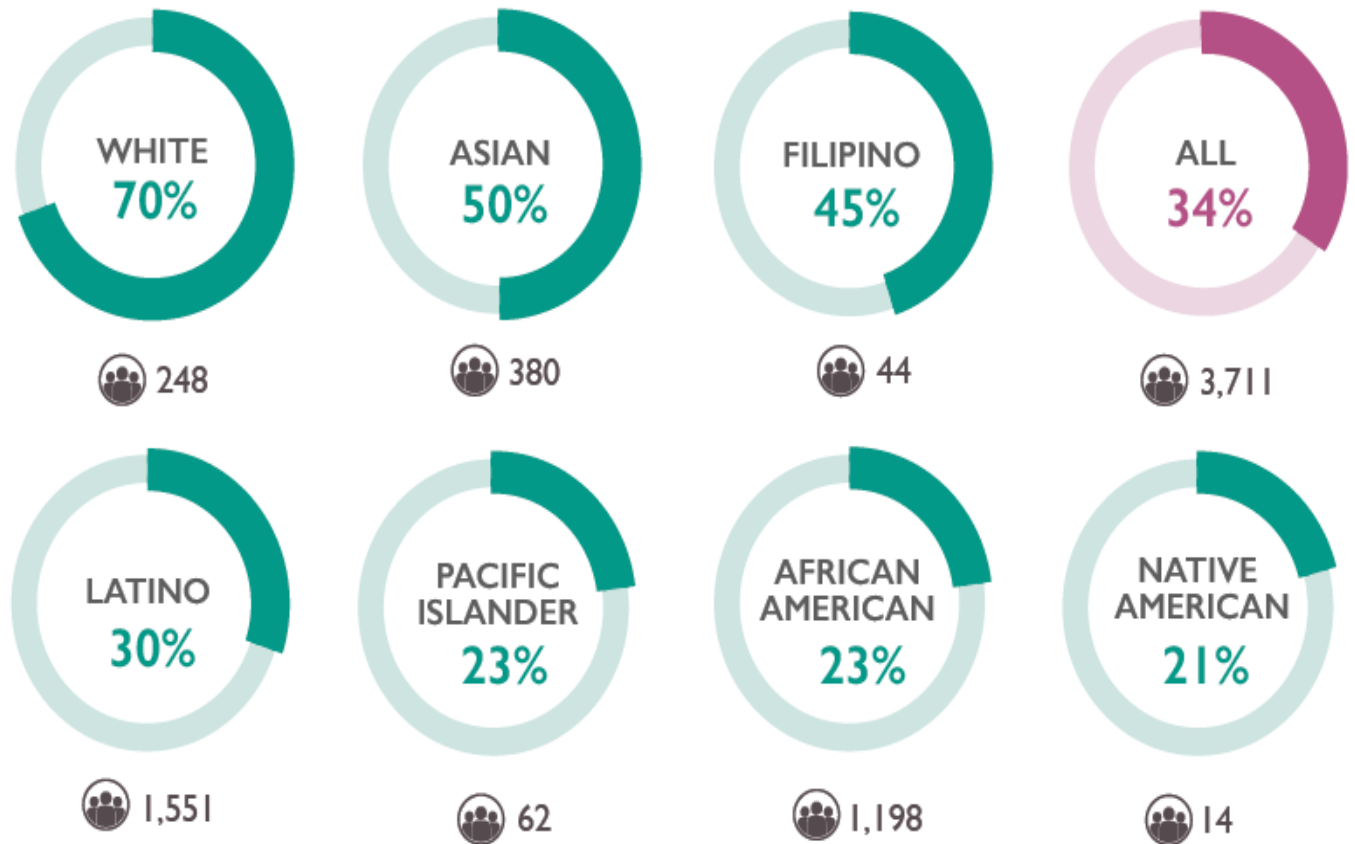
# Middle School Math



Middle school students of color were less likely to be proficient in math than White students.

**FIGURE 21**

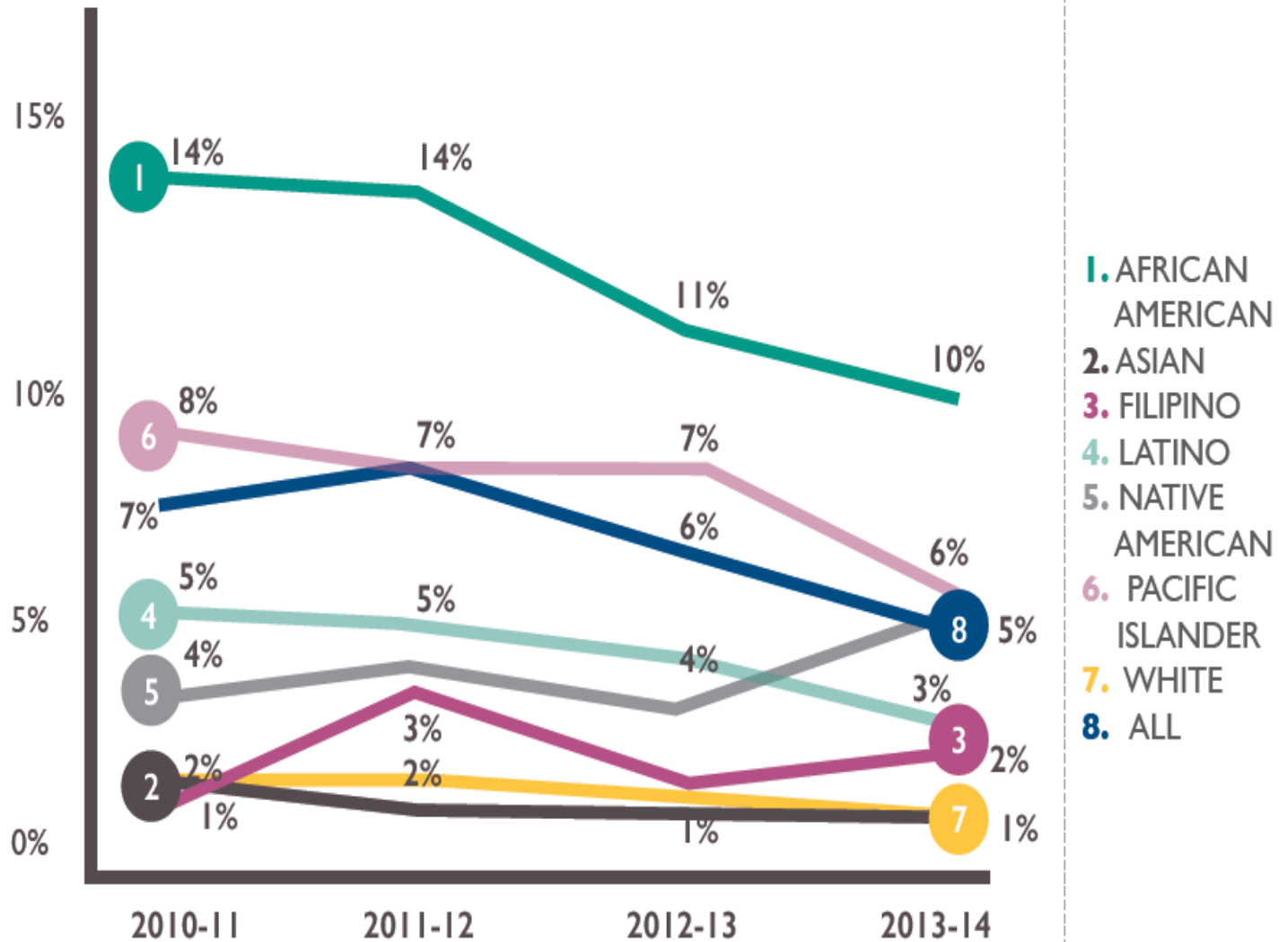
Percentage Proficient or Advanced on the Common Core Math Assessment by Ethnicity, 2013-14.



# Suspensions by Race/Ethnicity

Suspension rates of African Americans continue to decline, but still are much higher rates than for other groups.

FIGURE 24: Percentage of Students Suspended Once or More by Race/Ethnicity, 2013-14.



# Suspensions by Race/Ethnicity & Gender

## STUDENTS SUSPENDED



Females generally had lower suspension rates, although African American females had among the highest rates of all student groups.

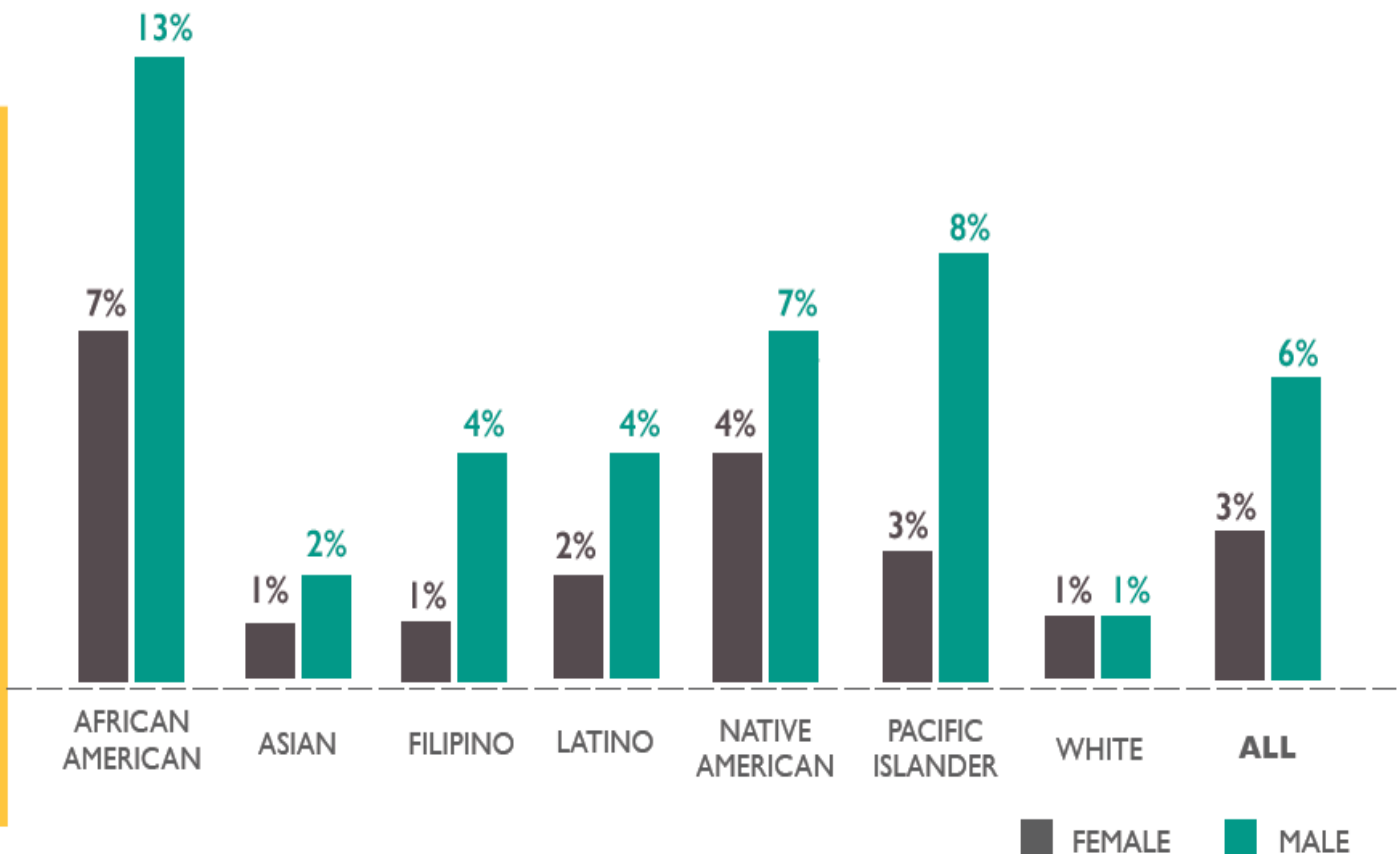


FIGURE 25: Percentage of Students Suspended Once or More by Ethnicity and Gender, 2013-14.

# High School Exit Exam by Race/Ethnicity

## ENGLISH LANGUAGE ARTS AND MATH EXIT EXAMS

African American students were least likely to pass the CAHSEE ELA and Math in 10th grade.

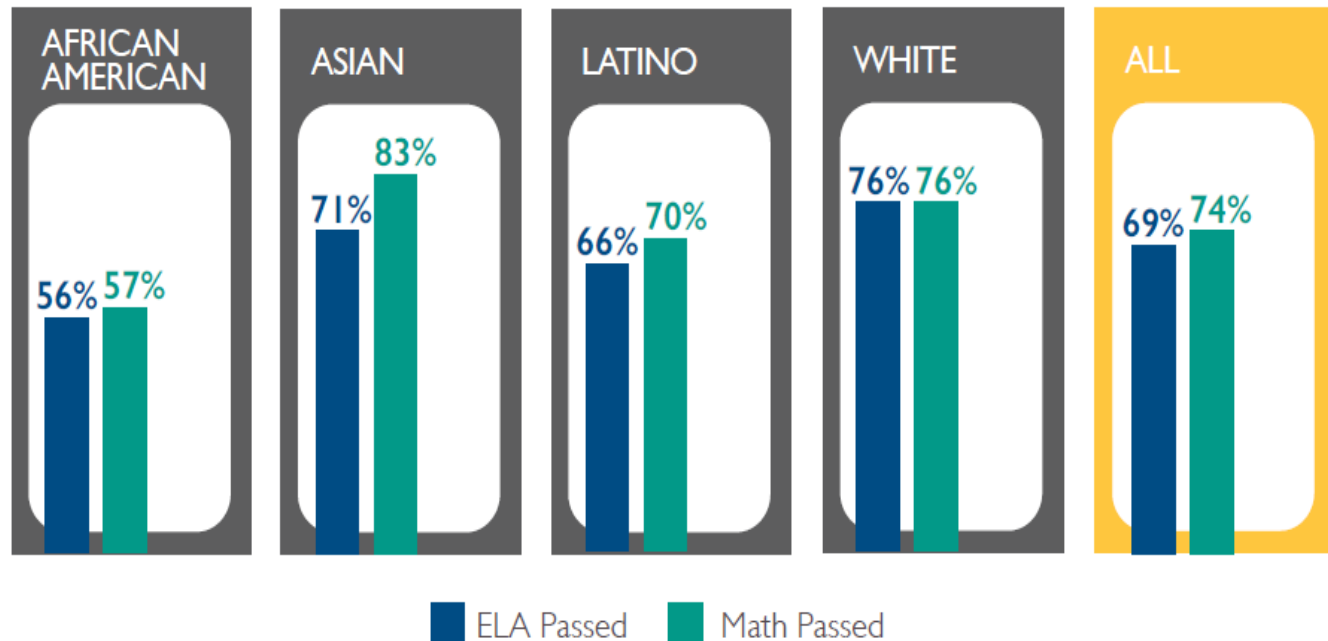


FIGURE 28: Percentage of 10th Graders Passing English Language Arts and Math Components of High School Exit Exam by Ethnicity, 2013-14.

# Course Requirements for State University Eligibility (A-G)

Only 3 of 10 African American and 5 of 10 Latino students completed requirements making them eligible for state university, while 8 of 10 White and 6 of 10 Asian students did so.

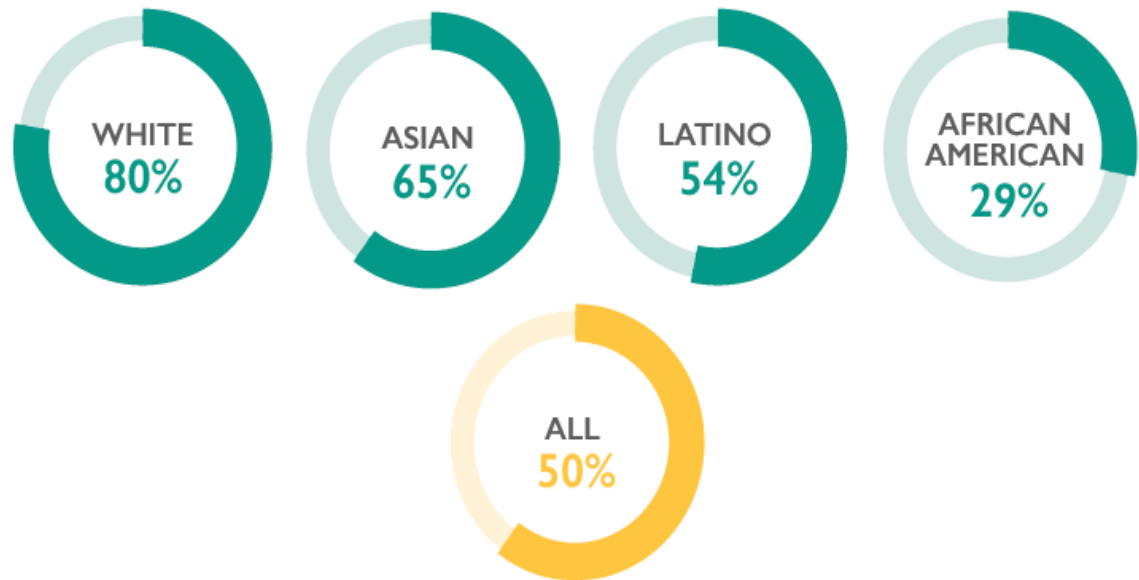
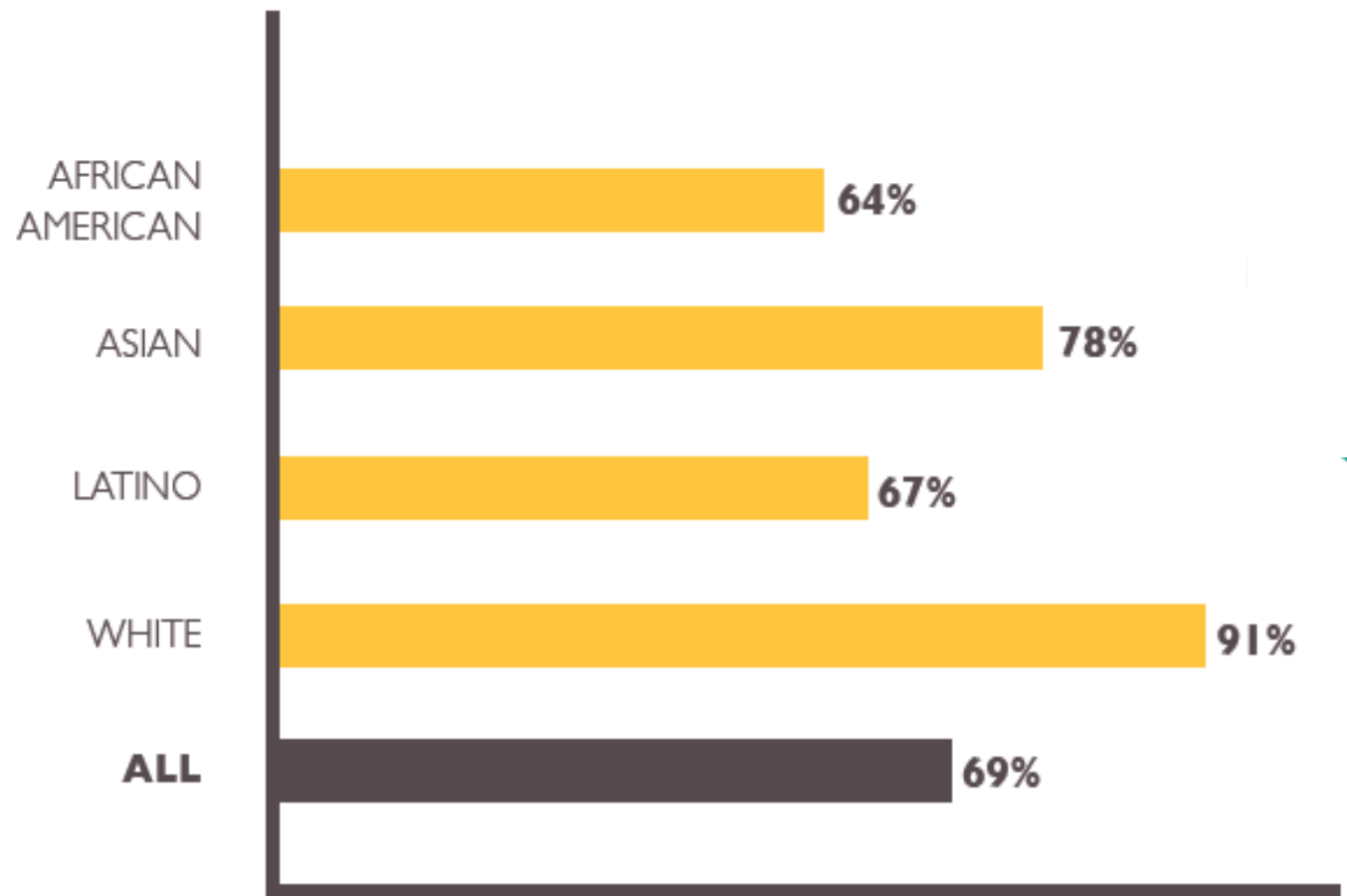


FIGURE 32: Percentage of Graduates Completing Course Requirements for State Universities with a C or Better by Ethnicity, 2013-14.

# Cohort Graduation by Race/Ethnicity



**FIGURE 35:** Cohort Graduation Rates by Race/Ethnicity, 2013-14.

# Financial Aid Form Submission

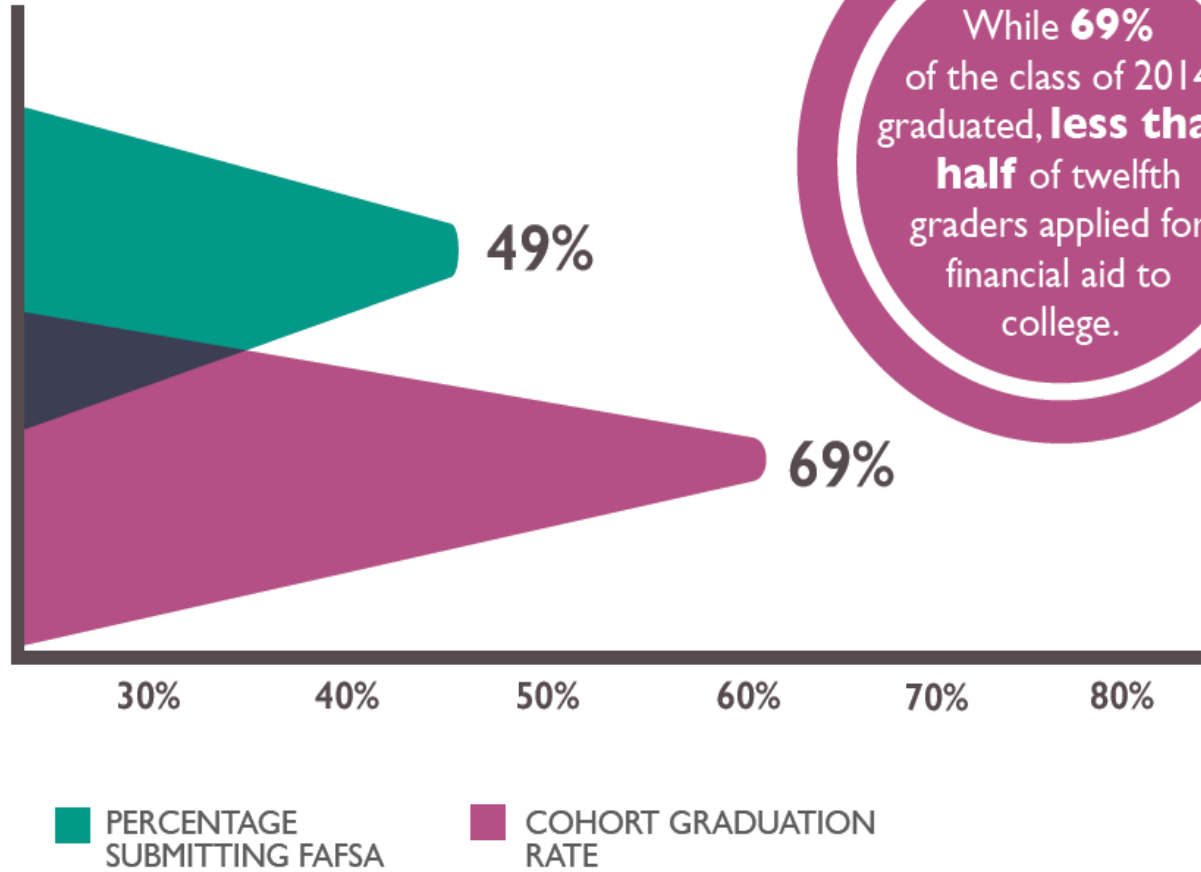
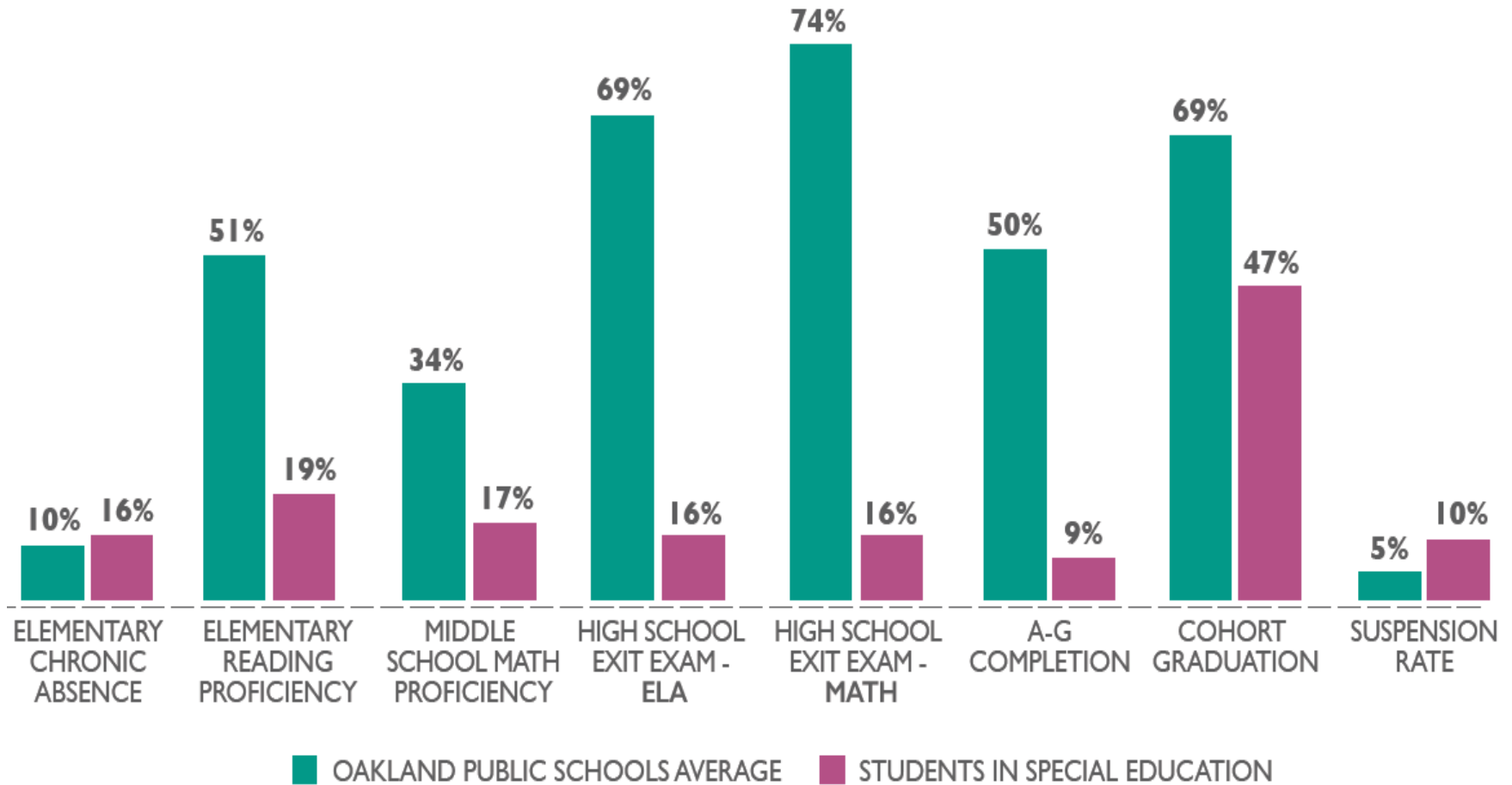


FIGURE 37: Estimate of FAFSA Submission Rate (Submissions Per School/Twelfth Grade Population) Compared to 2013-14 Cohort Graduation Rates, Spring 2015.



# Students in Special Education



# Next Steps

## WHAT DOES THIS DATA TELL US WE NEED TO DO?

Focus on getting a **QUALITY PRESCHOOL** experience to more of Oakland's low-income children.



Make good use of millions of dollars being invested in Oakland's high schools toward **CAREER PATHWAYS (LINKED LEARNING)**.



Target resources to student groups **STRUGGLING IN ENGLISH AND MATH** and continue to carefully track disparities of: African Americans, Latinos, Pacific Islanders, and English learners.



Advocate for better data across the spectrum from **CRADLE TO CAREER** for all public schools. In particular, we currently have inadequate data on charter schools and early childhood providers outside of OUSD.



Target efforts to reduce **CHRONIC ABSENCE** toward groups still experiencing high rates: kindergarteners, African Americans, Native Americans, and Pacific Islanders.



Keep watching to make sure **SUSPENSIONS** are going down, especially for African American boys, and disparities in discipline are decreasing.



Convene a community conversation, based on data, around differences in **ADMINISTRATIVE STRUCTURES** of schools in Oakland.



Conduct an analysis of the outcomes of **SPECIAL EDUCATION STUDENTS IN OAKLAND**, taking into account the particular type and severity of disabilities.

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# Appendix A: Comparison of Reading Assessment Scores

Third Grade Reading	Scholastic Reading Inventory 2013-14	Smarter Balance Assessment (English) 2014-15
All	38%	26%
English learners	8%	4%
Special ed	10%	9%
African American	30%	13%
Asian	56%	42%
Latino	21%	14%
Native American	30%	25%
Pacific Islander	32%	14%
White	78%	65%

# Appendix B: Comparison of Math Assessment Scores

8th Grade Math*	California Standards Test Math 2012-13	OUSD Math Assessment 2013-14	Smarter Balance Assessment (Math ) 2014-15
All	27%	34%	19%
African American	15%	23%	7%
Asian	48%	50%	39%
Latino	23%	30%	12%
Native American	20%	21%	insufficient sample
Pacific Islander	27%	23%	6%
White	61%	70%	62%