



Education Impact Table

Red Arrow Indicator Analysis & Recommendations

January 2019
(Updated March 2019)

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Northstar Indicators

Oakland Citywide Dashboard

Education: Children and youth thrive in school and are prepared for college, career, and community success

What our goal is	What we're tracking & change desired	Where we are	Change	Target	Trend	Are we closing the equity gap?
Our children are ready for kindergarten	% of students ready for kindergarten in OUSD ▲	43% 2015 2017: 28%*	Unable to determine*	2020: 50% 2025: 80%	Unable to determine*	Unable to determine*
Our 3rd grade students are reading on grade level	% of students at or above grade level on OUSD ELA SBAC scores ▲	35% 2017-2018	▲ Prior value: 29%	85% By 2020	<p>29% 29% 35%</p> <p>2015-16 2016-17 2017-2018</p>	CHALLENGE (no significant impact on equity gap)
Our students graduate high school	OUSD high school graduation rate ▲	73% 2017-2018	▲ Prior value: 70%	2019: 75% 2025: 85%	<p>66% 70% 73%</p> <p>2015-2016 2016-2017 2017-2018</p>	PROGRESS
Our students graduate college	% HS graduates completing a 2- or 4-year degree within 6 years ▲	29% c/o 2011 5-year rate†: 24%	▲ Prior value: 26%	49% By 2020 5yr rate†: 60% By 2025	<p>28% 26% 29%</p> <p>c/o 2009 c/o 2010 c/o 2011</p>	Unable to determine; seeking disaggregated data for c/o 2011

NOTE: Some 2020 goals will likely be revised given current outcomes.

* Results from 2017 SRA not representative due to low participation rates/small sample size; cannot determine trends.

† membership also interested in increasing 5-year rate, so included here.

*See appendix for sources

Youth Ventures Joint Powers Authority (JPA)

Oakland Thrives Leadership Council

Impact Tables (each co-chaired by JPA member agencies)

Health

Wealth

Education

Housing

Safety

Early Childhood Development

College, Career and Community Readiness

Business Partnerships and Career Readiness

Post-Secondary Enrollment & Persistence

Measure A

Measure AA

LCFF/LCAP

Measure N

AB 705

Student Centered Funding Formula

*See appendix for details

Red Arrow Indicator: 3rd Grade Reading Proficiency

“Children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. Black and Hispanic children who are not reading proficiently in third grade are twice as likely as similar white children not to graduate from high school.”

-Donald Hernandez, Ph.D.

“Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation”

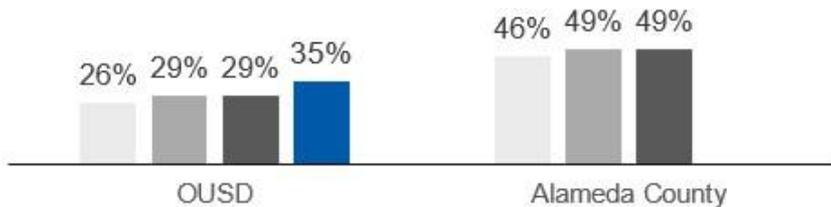
Analysis

Education: Children and youth thrive in school and are prepared for college, career, and community success

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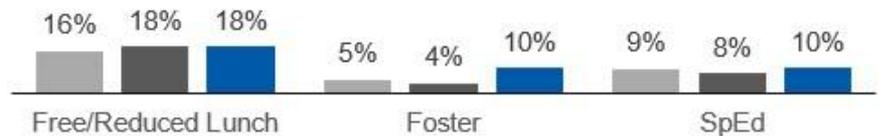
OUSD SBAC scores, 3rd grade ELA, % of students that met or exceeded standard

■ 2014-2015 ■ 2015-2016 ■ 2016-2017 ■ 2017-2018



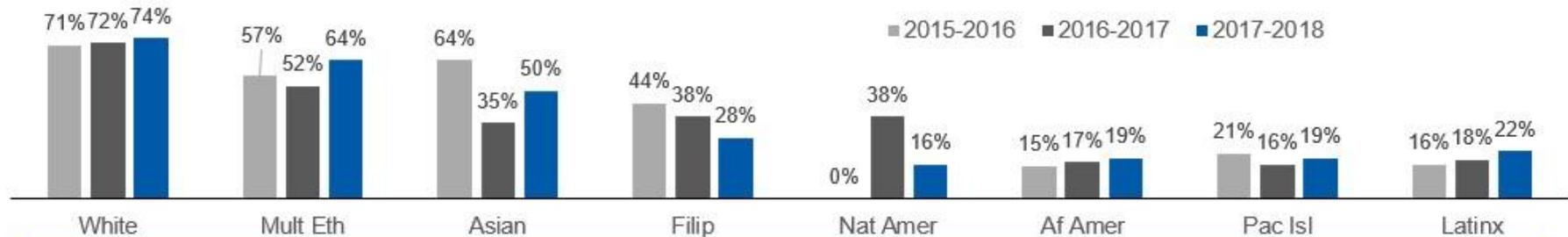
OUSD SBAC scores, 3rd grade ELA, % of students that met or exceeded standard

■ 2014-2015 ■ 2015-2016 ■ 2016-2017



OUSD SBAC scores, 3rd grade ELA, % of students that met or exceeded standard by race/ethnicity

■ 2015-2016 ■ 2016-2017 ■ 2017-2018



School Literacy Acceleration: Profiles of Strong Schools and Teachers

Profile of Strong Literacy Acceleration Schools

- **Strong school-wide attendance**
- **High teacher retention**
- **High principal retention**
- **High percent of 1st graders at or above F&P grade level**
- High proportion of teachers with high teacher literacy acceleration scores
- Students exhibit a strong growth mindset
- Students perceive the school environment to be safe
- Staff perceive the school to be a supportive and inviting place for learning
- Staff perceive the school to have strong academic supports
- Staff perceive the school environment to be safe
- Staff perceive the school to handle discipline fairly and effectively

**Opportunities for
Collective Action**

Profile of Strong Literacy Acceleration Teachers:

- Possess a clear or life credential
- Above the 6th salary step
- At a salary column of 6
- Strong classroom attendance
- At a school with high principal retention

Source: OUSD RAD, Contact Keith Welch keith.welch@ousd.org for details

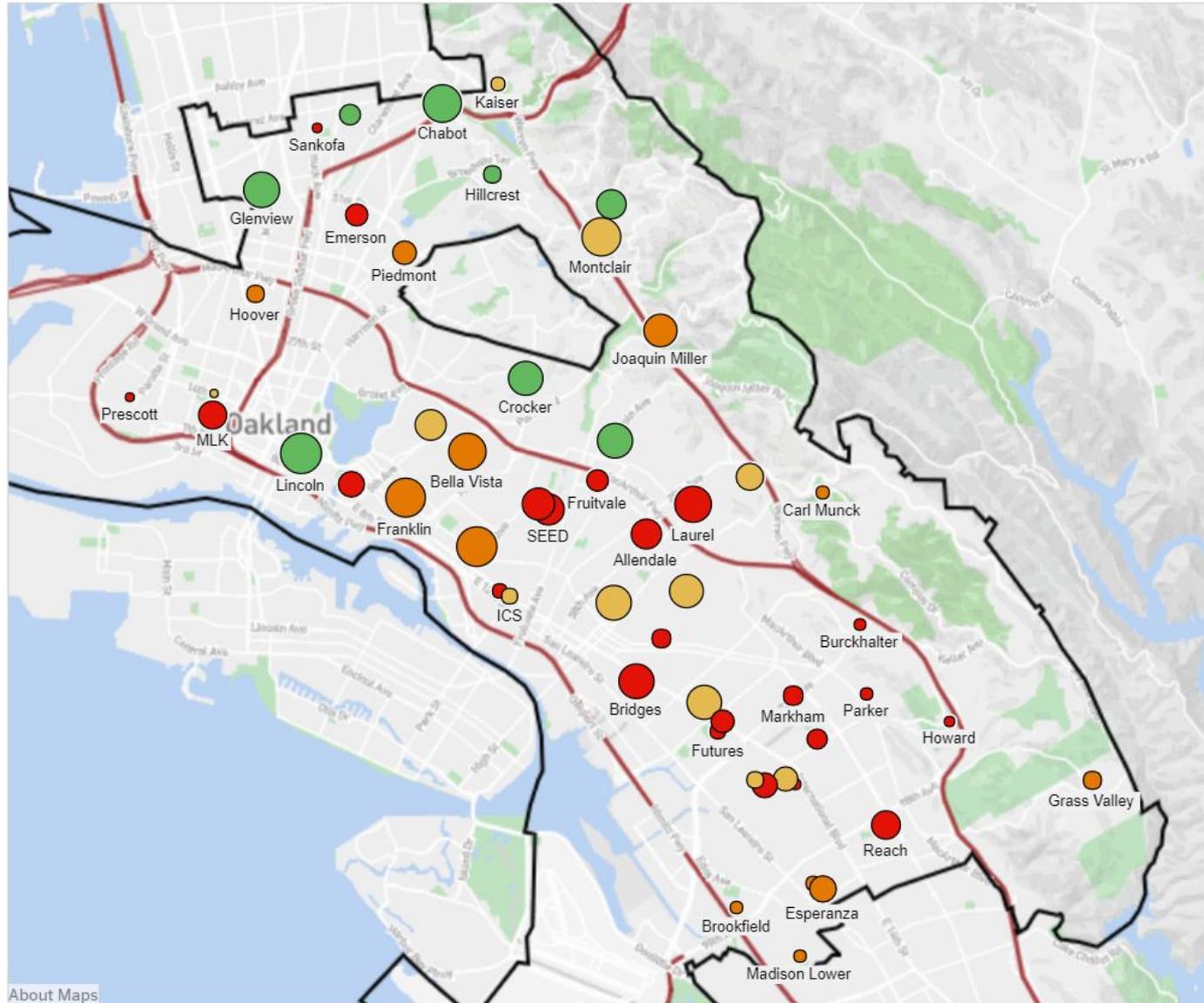
Attendance

Chronic Absence Map: Schoolwide Percent

Percent Chronic Absent For 2018-19 As Of 12/21/2018 *(Use selections to the right to limit schools and students included)*

Network(s): All

School Type(s): Elementary & K-8



Select Year
 2018-19

Select Network
 (All)

Select School Type
 (All)

Select School(s)
 (All)

Select Grade
 (Multiple values)

Select Ethnicity
 (All)

Select Gender
 (All)

Select Fluency
 (All)

Schoolwide Percent Chronic Absent Groups*

- 5% or less
- Between 5% and 10%
- Between 10% and 15%
- 15% or More

School location point sizes are larger or smaller depending on the size of the student body enrolled - as controlled for by filter selection above.

Map navigation tools are located in the top left

*Actual interval cut points as found in the Weekly Engagement reports:
 <= 5%
 > 5% and <10%
 >= 10% and < 15%
 >= 15%

About Maps

Root Causes for Chronic Absence

Table 1: Four major causes of chronic absence

Barriers to attendance	Negative School Experiences	Lack of Engagement	Misconceptions
» Illness, both chronic and acute	» Academic or social challenges	» Lack of culturally relevant, engaging instruction	» Absences are only a problem if they are unexcused
» Lack of health, mental health, vision or dental care	» Bullying	» No meaningful relationships with adults in school	» Missing two days per month does not affect learning
» Trauma	» Suspensions and expulsions	» Stronger ties with peers out of school than in school	» Sporadic absences are not a problem
» Unsafe path to/from school	» Negative attitudes of parents due to their own school experience	» Unwelcoming school climate	» Attendance only matters in the older grades
» Poor transportation	» Undiagnosed disability	» Failure to earn credits/no future plans	
» Frequent moves or school changes	» Lack of appropriate accommodations for disability	» Many teacher absences or long-term substitutes	
» Involvement with child welfare or juvenile justice systems			

Source: Attendance Works “Seize the Data Opportunity in California: Using Chronic Absence to Improve Educational Outcomes”

OUSD Strategic Regional Analysis: 2017-18

School Environment: Environmental Stress Factors 2016

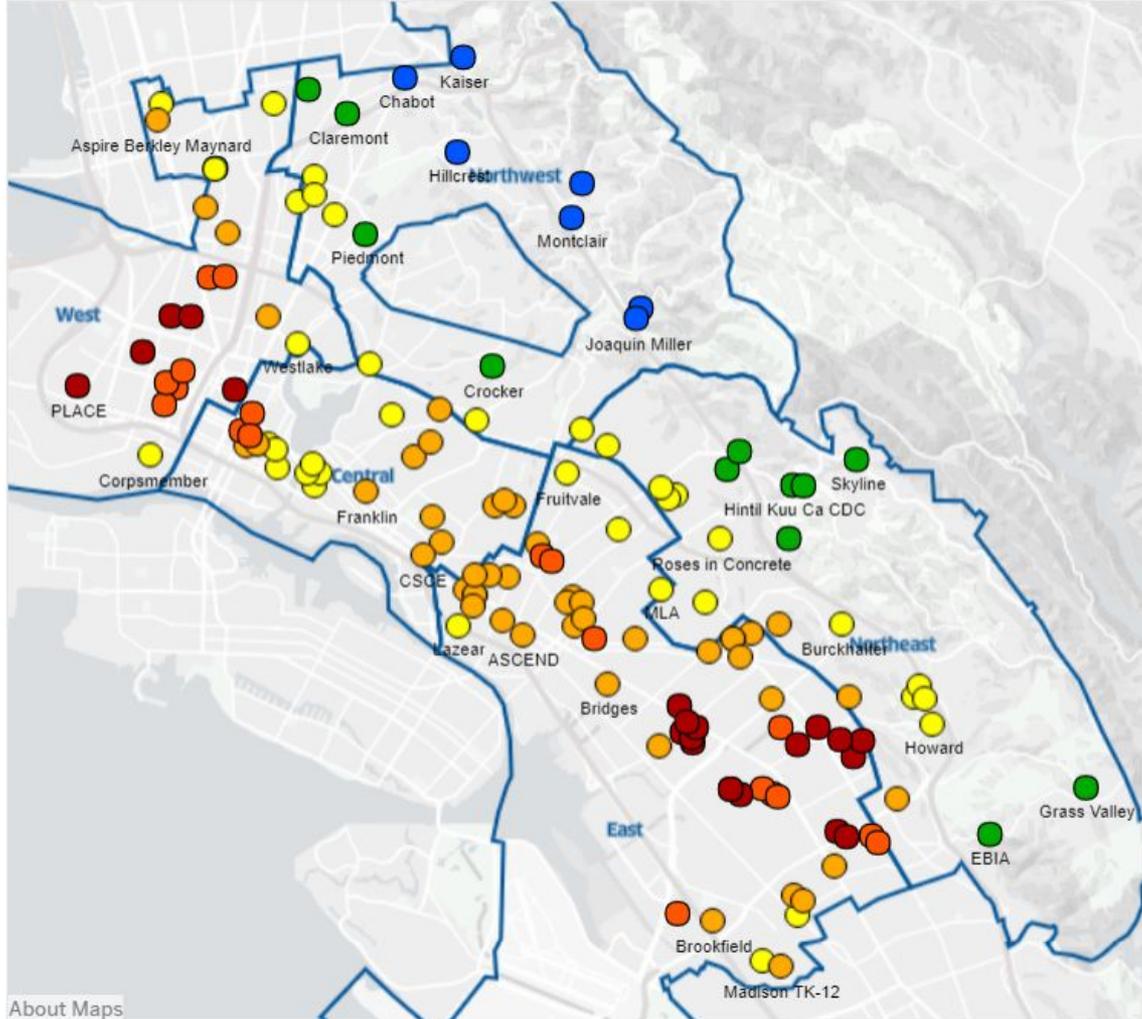
SRA Region:

(All)

School:

Highlight School

*More school names appear when zoomed into region.



About Maps

■ Most Stressed (6)
 ■ Highly Stressed (5)
 ■ Moderately Stressed (4)
 ■ Mildly Stressed (3)
 ■ Minimally Stressed (2)
 ■ Least Stressed (1)

Environmental stress factors tend to be interrelated and concentrated in certain geographic areas of Oakland where:

- violent crime, unemployment, residential vacancy, and poverty rates are high;
- air quality is poor;
- access to fresh food is limited;
- liquor stores may outnumber grocery stores.

These environmental factors have a compounding effect on schools located in the most disinvested parts of the city, largely serving students who come from the surrounding communities.

Environmental Stress Factor Score

(average of all schools in region)

Central	3.79
East	4.60
Northeast	2.78
Northwest	1.88
West	4.48
District wide average score	3.51

Central	East	Northeast	Northwest	West
3.79	4.60	2.78	1.88	4.48

Asthmatic Students %	10
Avg. Fresh Food Distance (miles)	0.7
HazMat Sites #	17
Liquor Sellers %	7
Median Household Income	\$56,974
Median Home Value	\$421,976
Nearby Lock Out Incidents #	1
Oakland Police Calls for Service #	173
Unemployment Rate %	9
Vandalism/Graffiti Incidents #	6

* Index scale 1-6, 6 being the highest concentration of environmental stress factors ; 1 being the lowest.

**Food distance (miles) inversely weighted by median household income to account for

Teacher & Leader Retention

OUSD Strategic Regional Analysis: 2017-18

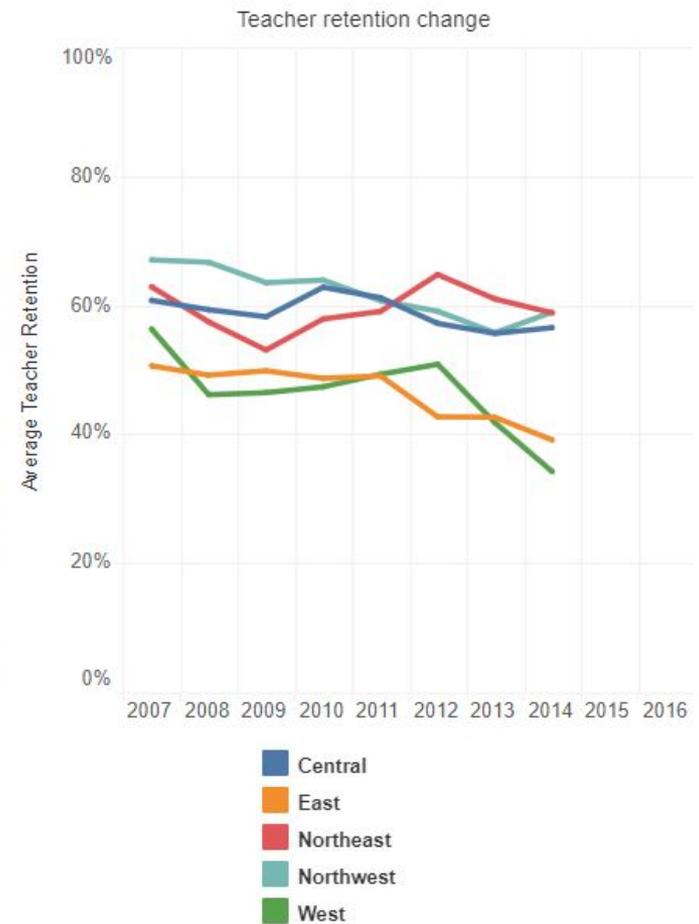
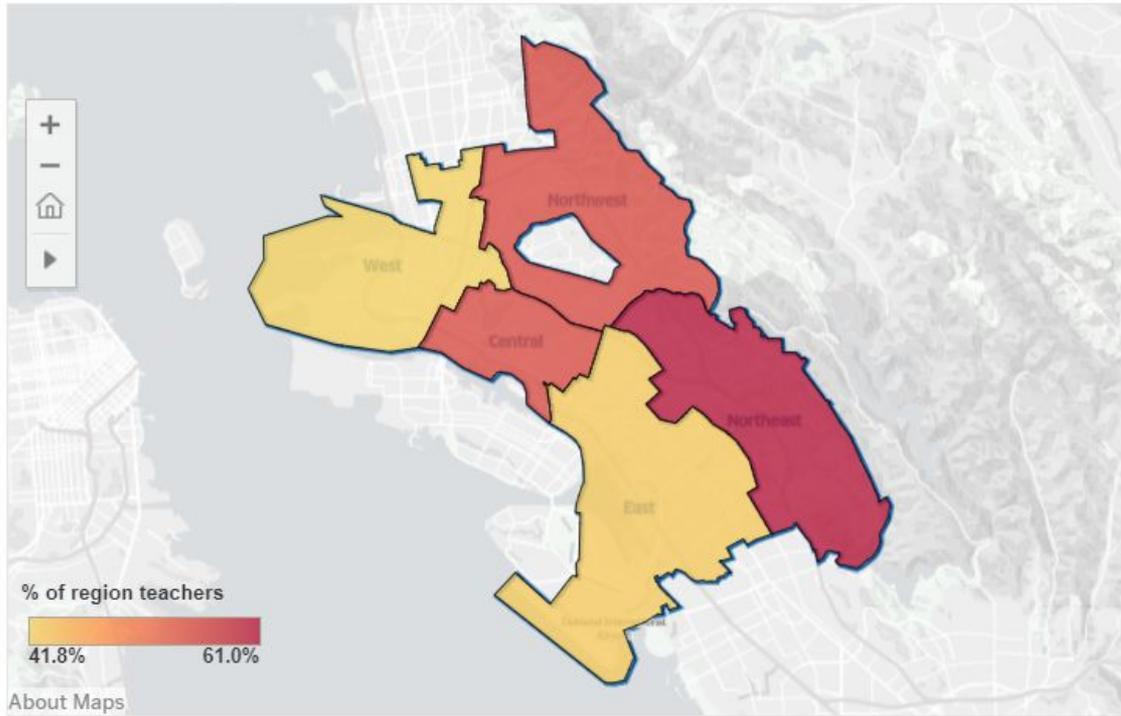
Teacher Retention: next year or 3 year return*

Baseline Year:

Teacher Retention:

2013

returned 3 years later



Baseline Year: 2013 - Average Teacher Retention

SRA Region	# teachers at each site	# returned next year	% returned next year	# returned 3 years later	% returned 3 years later
Central	23	19	80.1%	13	55.6%
East	19	13	70.8%	8	42.6%
Northeast	18	14	83.4%	11	61.0%
Northwest	25	20	77.9%	15	55.7%
West	14	10	74.3%	6	41.8%
AVERAGE	20	15	75.8%	10	49.5%

Source: OUSD Strategic Regional Analysis, Teacher Retention Survey

Teachers of color—who disproportionately teach in high-minority, low-income schools and who are also significantly more likely to enter teaching without having completed their training—have higher turnover rates than White teachers.

OUSD Retention Survey Results

Teacher "Push Factors"

- Salary (67%)
- Inadequate Resources & Supplies (66%)
- Levels of Work Related Stress (61%)
 - Too much work
 - Exposure to trauma
- Affordability in the Bay Area (61%)

Leader "Push Factors"

- Inadequate Resources & Supplies (53%)
- Levels of Work Related Stress (52%)
- Systems and Processes that Support Your Work - (49%)
- Housing & Affordability in the Bay Area (40%)
- Salary (39%)

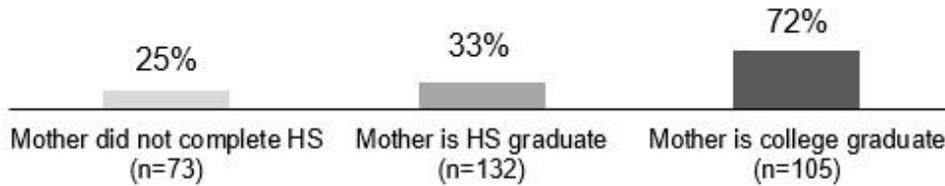
39% of all staff report anticipating needing to leave their current position due to the cost of living in the Bay Area. An additional 33% responded that they were "not sure".

Kindergarten Readiness

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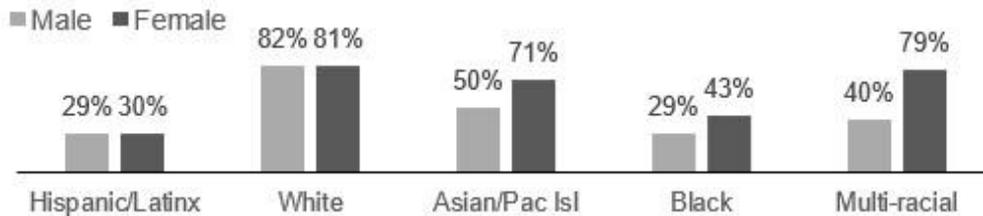
OUSD Students Ready for Kindergarten, Based on a Representative Sample, by Mother's Education (2015)



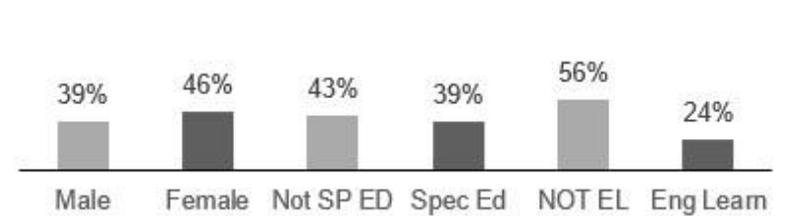
OUSD Students Ready for Kindergarten, Based on a Representative Sample, by Family Income (2015)



OUSD Students Ready for Kindergarten, Based on a Representative Sample, by Gender/Race/Ethnicity (2015)



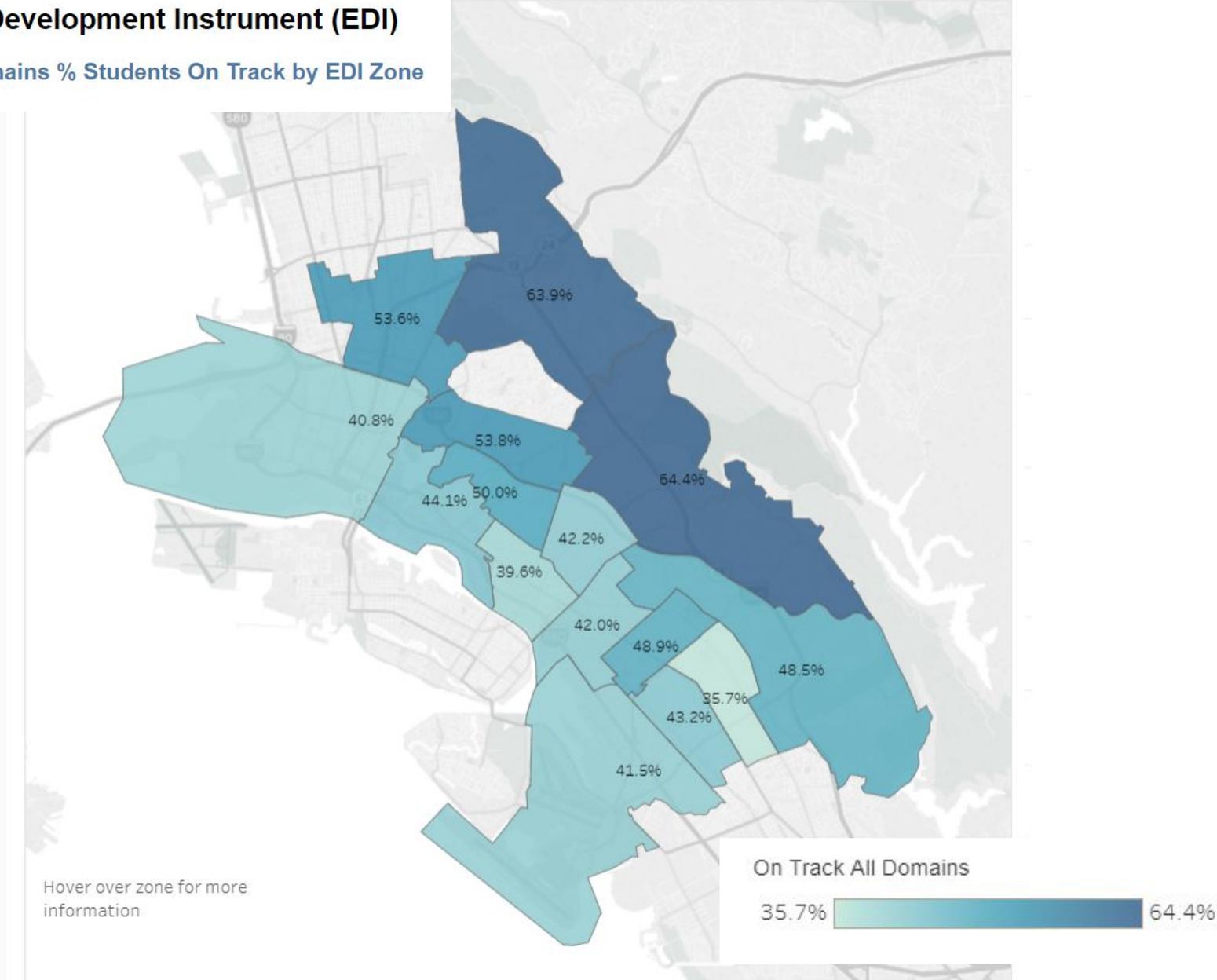
OUSD Students Ready for Kindergarten, Based on a Representative Sample, by Subgroup (2015)



Note: Students' readiness levels were recorded by teachers using the Kindergarten Observation Form (KOF), an assessment of 20 readiness skills.

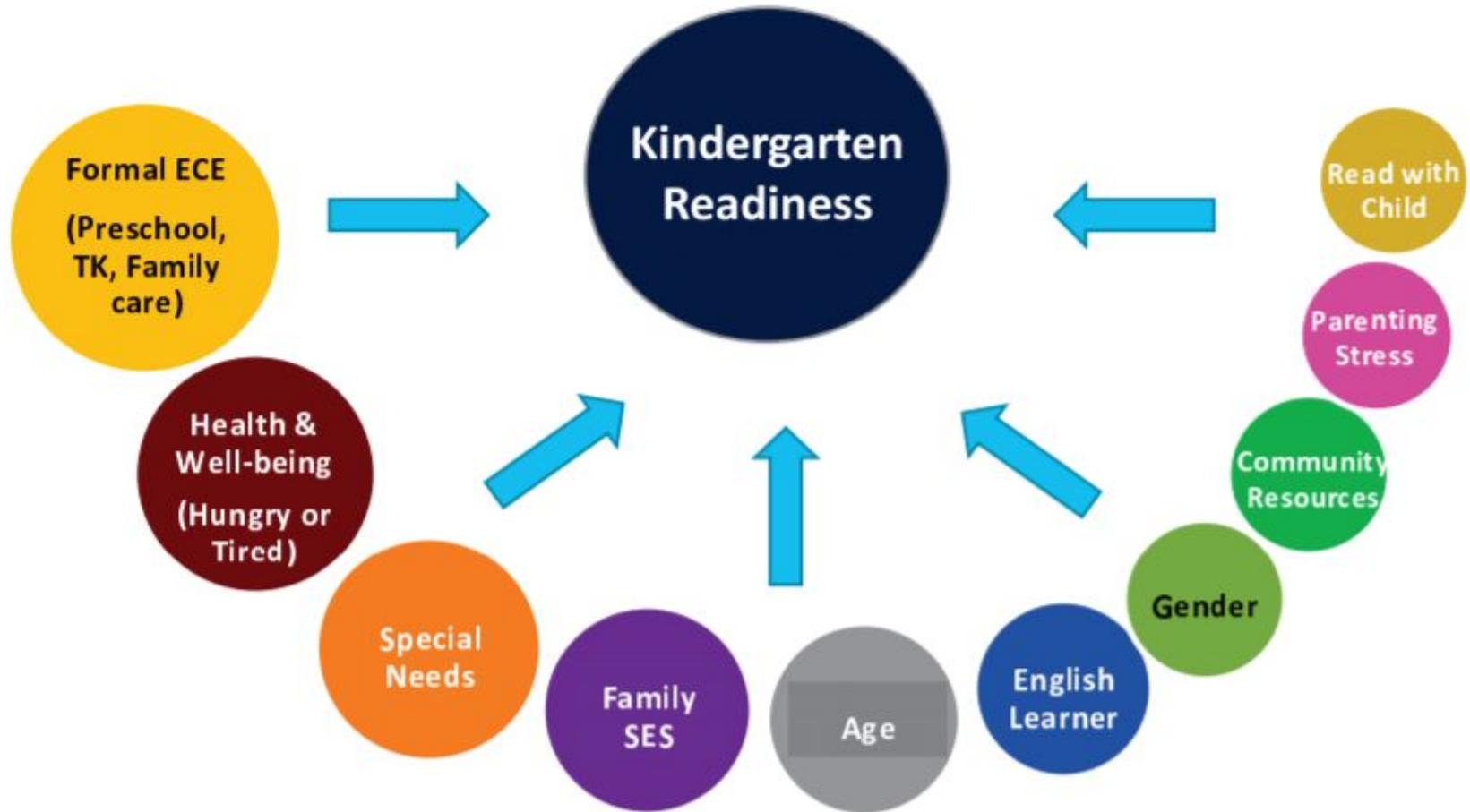
OUSD Early Development Instrument (EDI)

On Track All Domains % Students On Track by EDI Zone



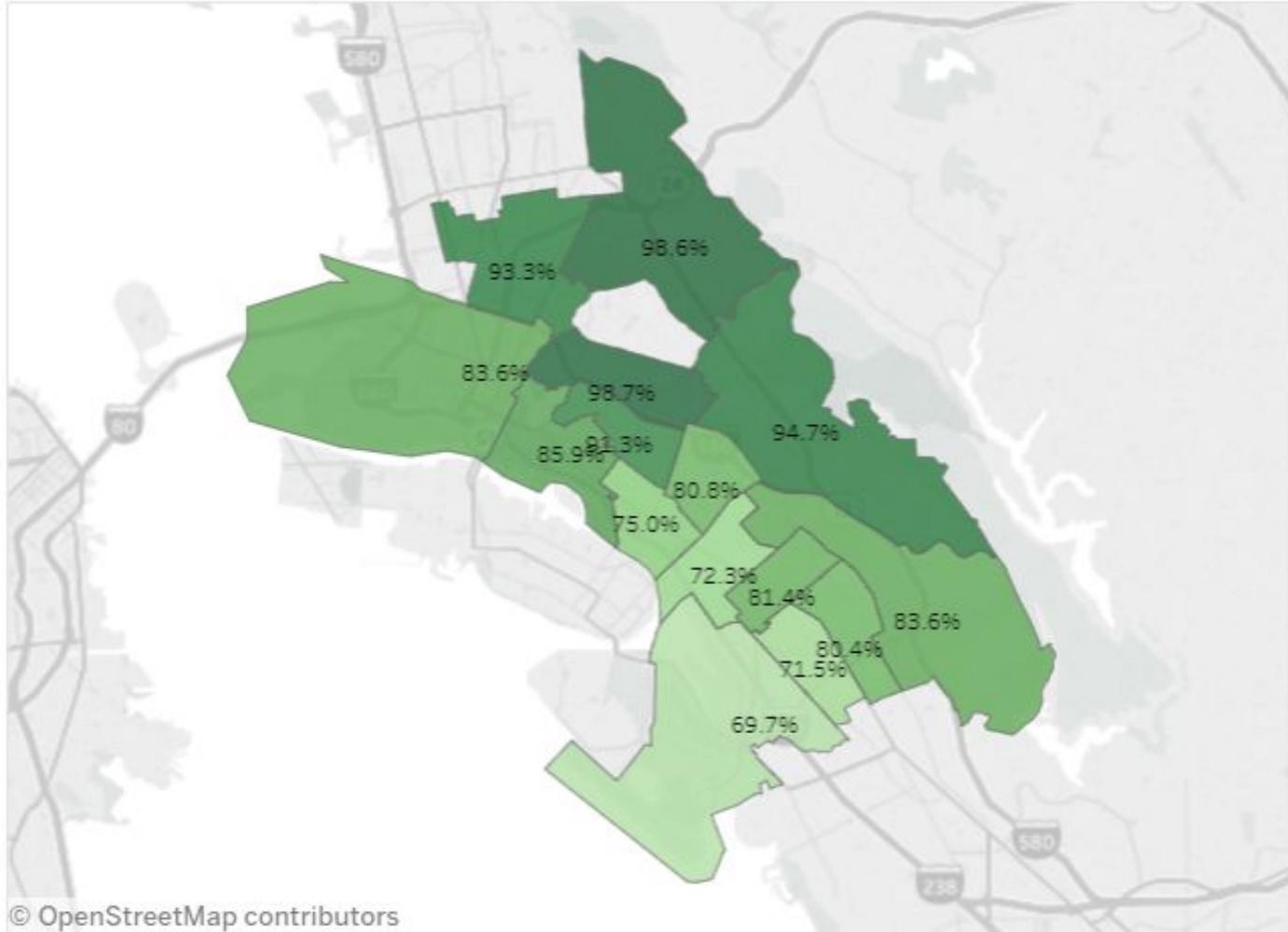
Hover over zone for more information

Key Predictors of Overall Kindergarten Readiness



Community Data & the EDI in Context

% Preschool Experience in Oakland



Source: OUSD Early Development Instrument, Spring 2017

Recommendations

Regular School Attendance

Last school year, chronic absence cost OUSD \$20 million dollars; at current rates, OUSD estimates \$16.5 million in lost revenue due to chronic absence this SY.

JPA/Thrives should consider the “Case for Investment in Chronic Absence” as an opportunity to align around a cross-cutting challenge.

The report will include opportunities for action derived from a(n):

- historical retrospective of past efforts to address chronic absence in Oakland
- survey of educators, district/city/county leaders, students and families to identify successes and challenges in addressing barriers to regular attendance
- analysis of district-wide attendance data
- literature review of latest research and case studies on root causes of chronic absence and successful collective efforts to address those issues
- consultation(s) with attendance improvement professionals

Kindergarten Readiness

- OUSD has planned a modest preschool expansion; **OUSD facilities earmarked for pre-k (due to school site consolidations) should remain earmarked**
- **Leverage state funding to expand preschool inclusion**; additional funding can be utilized to increase behavioral supports and improve facilities
- **City-wide alignment around messaging and strategy to increase access to and quality of Early Childhood Education (ECE)**
 - **Leverage additional public funding to expand access to and increase quality of ECE**
 - Governor Newsom's Budget and potential county-level ballot measure
 - While Measure AA was certified as passing, it will need to be settled in court; no additional local, flexible dollars, yet.
 - **Continued investment and participation in Oakland Starting Smart and Strong (OSSS) collaborative**

Teacher Retention

- OUSD is developing [research-driven](#)* in-house approaches to teacher retention, including teacher residency programs.
 - STEM residency funded**; Special Education teacher residency partially funded. Awaiting grant funds notification in March.
 - **Need: Even with grant, will need funding for additional FTE to support work**
- Developing a “Grow Your Own” Model
 - Classified to Teacher Program, After school Program to Teacher and others
 - **Need: Participants lack access to computers necessary to participate**
- Holistic supports for underprepared teachers (those with emergency permits, intern credentials)
 - **Need: Ongoing need to fund test prep, mentorship, test fees**
- Other potential system level supports**:
 - Subsidized/affordable educator housing; down-payment assistance
 - Expand access to underutilized housing units/bedrooms
 - Low-cost/no-cost childcare for educators
 - Holistic supports to alleviate stress related to trauma
 - Reduce incidents that cause trauma
 - City-wide “Educator Perks”

*many of the retention strategies being developed grounded in research conducted by Learning Policy Institute (LPI)

**see appendix for specific examples



Key Takeaways

- ★ Leverage Additional Public Funds for Early Childhood Education in Oakland
- ★ Make Oakland an Educator Friendly City
- ★ Ensure Citywide Alignment Around Chronic Absence

Q&A

Appendix

Oakland Citywide Dashboard: *Sources*

Education: Children and youth thrive in school and are prepared for college, career, and community success

What the goal is	What we're tracking	Data Source	Periodicity	Geography
Our children are ready for kindergarten	% of students ready for kindergarten in OUSD	Source: Oakland 2015 and 2017 SRA District Reports (produced by Alameda County). The 2015 report describes the state of school readiness and related findings at the start of the 2015-16 school year for a representative sample of kindergarten students consisting of 17 out of 68 schools in Oakland Unified School District. 2017 report describes results for 15 schools at the start of the 2017-2018 school year.	Every two years	Oakland Unified School District; Alameda County
Our 3rd grade students are reading on grade level	% of students at or above grade level on OUSD ELA SBAC scores	OUSD Source: OUSD public dashboard (http://www.ousddata.org/public-dashboards.html); Alameda County Source: California Assessment of Student Performance & Progress https://caaspp.cde.ca.gov/sb2017/default	OUSD Data: Yearly, by academic year (i.e., 2013-14, 2014-15) Alameda County Data:	Oakland Unified School District, Alameda County
Our students graduate high school	OUSD high school graduation rate	Oakland Unified School District public dashboard. Alameda County Data Source: California Dept. of Education, California Longitudinal Pupil Achievement Data System (CALPADS) via https://www.kidsdata.org/region#node=5	OUSD Data: Yearly, by academic year (i.e., 2013-14, 2014-15) Alameda County Data: Yearly	Oakland Unified School District, Alameda County
Our students graduate college	% HS graduates completing a 2- or 4-year degree within 6 years	Source: OUSD, National Student Clearinghouse	Yearly, by academic year (i.e., 2013-14, 2014-15)	Oakland Unified School District

Measures, Bills and Funding Formulas

Measure A (June 2018): proposed Alameda County sales tax for 30 years at the rate of one-half of one percent (.5%) of gross receipts from retail sales to fund childcare and preschool programs, programs for homeless and at-risk children, programs to prevent child abuse, and efforts to add childcare locations and employees.

Measure AA (Nov 2018): amends the Oakland city charter to establish a parcel tax at the rate of \$198 per parcel for 30 years to fund education services for pre-K through college students and career readiness.

Local Control Funding Formula (LCFF): The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in existence for roughly 40 years. For school districts and charter schools, the LCFF establishes base, supplemental, and concentration grants in place of the myriad of previously existing K–12 funding streams, including revenue limits, general purpose block grants, and most of the 50-plus state categorical programs that existed at the time.

Local Control and Accountability Plan (LCAP): The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

Measure N (Nov 2014): Measure N authorized the district to impose for ten years an annual parcel tax of \$120 per unit of property. Measure N earmarked the tax revenue for adding school programs designed to prepare students for colleges and real-world jobs and reduced dropout rates.

AB 705: This bill requires a community college district or college to maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe.

Student Centered Funding Formula: adopted in the 2018-19 state budget, a new way to allocate funding to community college districts. The formula supports access through enrollment-based funding, student equity by targeting funds to districts serving low-income students, and student success by providing districts with additional resources for student's successful outcomes.

Recent Grant Awards to OUSD to Support Retention Efforts

Name of Grant	Amount Awarded	Date Awarded
Local Solutions Grant for Special Education	\$381,000	12/14/18
Haas Sr. Expansion of Youth Worker to Teacher	\$45,000	12/3/18
Special Education Capacity Grant, District Charter Partnership with LMU	\$50,000	11/19/18
STEM Trellis Scholars Expansion Grant	\$240,000 Annually	12/17/18

Retention Strategies Across the US

- Affordable teacher housing
 - ✓ Down-payment assistance, Rehab Match, Landed
 - ✓ Housing Stipends
 - ✓ Affordable Teacher Housing, Housing on District Land, Multilateral Housing Partnership on County Land, Roomily
- District-run on-site daycare/preschool
- Holistic Wellness Supports
 - ✓ On-site gyms, fitness discounts, weight-management programs
 - ✓ City-wide Educator "Perks"

Additional Considerations

- Literacy leaders urge the JPA/OTLC to track an earlier indicator suggesting that 3rd grade literacy is “too late” to measure whether a student is on track to success
- Literacy leaders suggest that we also track “distance to met” proficiency, which demonstrates the strides that are being made
- ELLMA office has suggested we take into consideration the pacing of language programs; literacy proficiency targets may be different depending on the pacing of language and literacy development
- With respect to Early Childhood Education, Early Ed leaders suggest that the focus of our work not only be on kids being ready for school, but also schools being ready for kids

Contributors to Analysis and Recommendations

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