# Education Impact Table

Red Arrow Indicator Analysis & Recommendations

January 2019  
(Updated March 2019)

**Co-Chairs:**  
Curtiss Sarkey  
David Silver  
Preston Thomas

**Project Manager:**  
Jacqueline Perl
Northstar Indicators
## Oakland Citywide Dashboard

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

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

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*
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
“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

<table>
<thead>
<tr>
<th>What our goal is</th>
<th>What we’re tracking &amp; change desired</th>
<th>Where we are</th>
<th>Change</th>
<th>Target</th>
<th>Are we closing the equity gap?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our 3rd grade students are reading on grade level</td>
<td>% of students at or above grade level on OUSD ELA SBAC scores</td>
<td>▲ 35% 2017-2018</td>
<td>Prior value: 29%</td>
<td>85% By 2020</td>
<td>CHALLENGE (no significant impact on equity gap)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda County</td>
<td>26%</td>
<td>29%</td>
<td>29%</td>
<td>35%</td>
</tr>
<tr>
<td>OUSD</td>
<td>49%</td>
<td>49%</td>
<td>49%</td>
<td>46%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>71%</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>Mult Eth</td>
<td>57%</td>
<td>52%</td>
<td>64%</td>
</tr>
<tr>
<td>Asian</td>
<td>64%</td>
<td>35%</td>
<td>50%</td>
</tr>
<tr>
<td>Filip</td>
<td>44%</td>
<td>38%</td>
<td>26%</td>
</tr>
<tr>
<td>Nat Amer</td>
<td>38%</td>
<td>0%</td>
<td>16%</td>
</tr>
<tr>
<td>Af Amer</td>
<td>15%</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>Pac Isl</td>
<td>21%</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>Latinx</td>
<td>16%</td>
<td>18%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Source: OUSD Data Dashboard, California Assessment of Student Performance and Progress (CAASPP)
OUSD Strategic Regional Analysis: 2017-18
School Quality: Oakland Public School Report Cards

SRA Region: (All)  Indicaor: Academics - ELA  School Level: (Multiple values)

*More school names appear when zoomed into region.

Source: OUSD Strategic Regional Analysis
### 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

### 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

Source: OUSD Data Dashboard
## Root Causes for Chronic Absence

![Table 1: Four major causes of chronic absence](image)

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

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

<table>
<thead>
<tr>
<th>Region</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>3.79</td>
</tr>
<tr>
<td>East</td>
<td>4.60</td>
</tr>
<tr>
<td>Northeast</td>
<td>2.78</td>
</tr>
<tr>
<td>Northwest</td>
<td>1.88</td>
</tr>
<tr>
<td>West</td>
<td>4.48</td>
</tr>
<tr>
<td>District wide average score</td>
<td>3.51</td>
</tr>
</tbody>
</table>

**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

Source: OUSD Strategic Regional Analysis
Teacher & Leader Retention
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”.

Source: OUSD Teacher Retention Survey
Kindergarten Readiness
### Education: Children and youth thrive in school and are prepared for college, career, and community success

<table>
<thead>
<tr>
<th>What our goal is</th>
<th>What we’re tracking &amp; change desired</th>
<th>Where we are</th>
<th>Change</th>
<th>Target</th>
<th>Are we closing the equity gap?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our children are ready for kindergarten</strong></td>
<td>% of students ready for kindergarten in OUSD ▶</td>
<td>43%</td>
<td>2015: 28%*</td>
<td>2020: 50%</td>
<td>Unable to determine*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2017: 28%*</td>
<td>2025: 80%</td>
<td>Unable to determine*</td>
</tr>
</tbody>
</table>

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

- Mother did not complete HS (n=73): 25%
- Mother is HS graduate (n=132): 33%
- Mother is college graduate (n=105): 72%

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

- Low Income (<$35k, n=181): 34%
- Middle/Upper Income ($35k+, n=128): 60%

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

- Hispanic/Latinx: 29% Male, 30% Female
- White: 82% Male, 81% Female
- Asian/Pac Isl: 50% Male, 71% Female
- Black: 29% Male, 43% Female
- Multi-racial: 40% Male, 79% Female

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

- Male: 39%
- Female: 46%
- Not SP ED: 43%
- Spec Ed: 39%
- NOT EL: 56%
- Eng Learn: 24%

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

Source: 2015 School Readiness Assessment, Alameda County, Kindergarten Observation Form (KOF)
OUSD Early Development Instrument (EDI)

On Track All Domains % Students On Track by EDI Zone

Source: OUSD Early Development Instrument, Spring 2017
Key Predictors of Overall Kindergarten Readiness

- Formal ECE (Preschool, TK, Family care)
- Health & Well-being (Hungry or Tired)
- Special Needs
- Family SES
- Age
- English Learner
- Gender
- Parenting Stress
- Read with Child
- Community Resources

Source: Alameda County 2017 Kindergarten Readiness Report
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 (OSSI) 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
Appendix
# Oakland Citywide Dashboard: Sources

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

<table>
<thead>
<tr>
<th>What the goal is</th>
<th>What we’re tracking</th>
<th>Data Source</th>
<th>Periodicity</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our children are ready for kindergarten</td>
<td>% of students ready for kindergarten in OUSD</td>
<td>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.</td>
<td>Every two years</td>
<td>Oakland Unified School District; Alameda County</td>
</tr>
<tr>
<td>Our 3rd grade students are reading on grade level</td>
<td>% of students at or above grade level on OUSD ELA SBAC scores</td>
<td>OUSD Source: OUSD public dashboard <a href="http://www.ousddata.org/public-dashboards.html">http://www.ousddata.org/public-dashboards.html</a>; Alameda County Source: California Assessment of Student Performance &amp; Progress <a href="https://caaspp.cde.ca.gov/sb2017/default">https://caaspp.cde.ca.gov/sb2017/default</a></td>
<td>OUSD Data: Yearly, by academic year (i.e., 2013-14, 2014-15) Alameda County Data:</td>
<td>Oakland Unified School District, Alameda County</td>
</tr>
<tr>
<td>Our students graduate high school</td>
<td>OUSD high school graduation rate</td>
<td>Oakland Unified School District public dashboard. Alameda County Data Source: California Dept. of Education, California Longitudinal Pupil Achievement Data System (CALPADS) via <a href="https://www.kidsdata.org/region#region=5">https://www.kidsdata.org/region#region=5</a></td>
<td>OUSD Data: Yearly, by academic year (i.e., 2013-14, 2014-15) Alameda County Data: Yearly</td>
<td>Oakland Unified School District, Alameda County</td>
</tr>
<tr>
<td>Our students graduate college</td>
<td>% HS graduates completing a 2- or 4-year degree within 6 years</td>
<td>Source: OUSD, National Student Clearinghouse</td>
<td>Yearly, by academic year (i.e., 2013-14, 2014-15)</td>
<td>Oakland Unified School District</td>
</tr>
</tbody>
</table>
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

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

Angie Garling, Early Childhood Education Program Administrator, Alameda County
Christie Anderson, Executive Director, Early Learning, OUSD
Erin Cox, Director of Early Childhood Education, Aspire Bay Area
Keith Welch, Strategic Fellow, Research Assessment & Data, OUSD
Kyra Mungia, Education Project Director, Office of the Mayor, City of Oakland
Monica Thomas, Network Superintendent, Network 3, OUSD
Nancy Lai, Director of TK-12 Literacy, OUSD
Nicole Knight, Executive Director, ELLMA, OUSD
Priya Jagannathan, Manager, Oakland Starting Smart & Strong
Rinat Fried, Data Analyst II, Research Assessment & Data, OUSD
Ryana Barbosa, Program Officer - Literacy, Rogers Foundation
Sanam Jorjani, Co-Director, Oakland Literacy Coalition
Sara Norris, K-5 Literacy Coordinator, OUSD
Sarah Glasband, Manager, Retention & Employee Development, OUSD
Wesley Jacques, Executive Director of Professional Learning, OUSD