

FOURTH ANNUAL

OAKLAND ACHIEVES

PUBLIC EDUCATION PROGRESS REPORT

A Project of the
Oakland Achieves
Partnership



2016

WWW.OAKLANDACHIEVES.ORG



OAKLAND ACHIEVES PARTNERSHIP

The Oakland Achieves Partnership is a coalition of diverse organizations united by their focus on quality public education in Oakland, CA. The Partnership is committed to providing the community with data that allow us to track how well we are serving public school students in our city. The Partnership maintains a focus on engaging the community around critical issues affecting our youth and driving an agenda for taking action.



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LETTER FROM THE COALITION

September 22, 2016

Dear Oakland Education Supporters,

We envision an Oakland where students, regardless of background, are served equitably and receive a high-quality public education. We created Oakland Achieves in hopes of increasing community awareness and transparency, inspiring action, and encouraging data-driven decision making in support of students.

This year we look at all of our public schools by including data on both Oakland Unified School District-run schools and Oakland's public charter schools. The report reveals many areas of strength and challenge for both sectors. This report does not lend itself to conclusions and answers, but rather should open up conversations.

We are seeing positive changes in some areas; for example, OUSD's graduation rate is increasing and suspensions are decreasing.

While some data show positive change, we are still faced with unacceptably poor outcomes in many areas. For example, for every 100 students in Oakland public schools in 2014-15:

- 43 were ready for kindergarten.
- 19 third-graders in charters and 30 in district-run schools met or exceeded standards in English.
- 41 middle-schoolers in charters and 19 in district-run schools met or exceeded standards in Math.
- 87 high school students in charters and 76 in comparable district-run schools graduated on time.

Data for public charter schools has been difficult to access as it is not housed in a central database. To create this report, we worked with each charter school to assemble the necessary data. All charters were open and willing to share data. However, throughout this report you will see areas where complete data are not available. As explained on page 30, this happens when the (1) data are incomplete; (2) data are complete, but the number of students is too small to meet our threshold, or (3) state data practices make complete data impossible to access.

We are thankful for the many partners in the charter community who helped make this report possible. We would also like to thank the OUSD data team which has led the way in increasing transparency and making data not only available, but accessible. Lastly, we deeply appreciate all of the community stakeholders who have filled out our surveys and met with us to raise issues, appreciations, questions, and concerns about the scope of this report.

We hope you will join us in working to understand and improve our public schools.

Sincerely,

JANIS BURGER, First 5 Alameda County

DAVID A. HARRIS, Urban Strategies Council

GLORIA LEE, Educate78

BARB LESLIE, Oakland Metropolitan Chamber of Commerce

ASH SOLAR, GO Public Schools

BRIAN STANLEY, Oakland Public Education Fund

ROBERT WILKINS, YMCA

INTRODUCTION

This year, for the first time, our report includes data on ALL Oakland public schools, including schools run by Oakland Unified School District and all public charter schools. Urban Strategies Council has long had access to Oakland Unified School District data at the individual student level – essential to analysis of sub-group outcomes. To get similar data on charters this year, the Oakland Achieves Partnership contacted every charter school in the city to establish additional data sharing agreements and collect the data.

We are grateful to have the cooperation of all of our city’s public school leaders and hope this comprehensive look is the beginning of more transparency about our entire public school system.

CRADLE-TO-CAREER

ANALYSIS OF OAKLAND’S PUBLIC SCHOOLS

WHY EXAMINE THE CRADLE-TO-CAREER CONTINUUM? Examining education indicators across developmental levels is an important step toward understanding young people’s path through childhood and into adulthood. Many communities are using similar frameworks to understand how we can support the success of every child, every step of the way, cradle to career! This holistic viewpoint allows us to see where we need to align efforts in the existing fragmented educational landscape, as well as where alignment is needed with health, social, and employment services that young people may need as they develop.

PRESCHOOL
Readiness Assessment

7th & 8th GRADE:
Math Proficiency

12th GRADE:
University Eligibility
Graduation



ATTENDANCE

MATH

PRE-K

ELEMENTARY

MIDDLE

HIGH SCHOOL

POST SECONDARY

K 2nd 5th

8th 9th 12th

READING PROFICIENCY

SUSPENSIONS

COLLEGE:
Student Aid Form
Submission (FAFSA)

**COLLEGE
ENROLLMENT**



OAKLAND ACHIEVES

FOURTH ANNUAL PUBLIC EDUCATION PROGRESS REPORT

HOW THIS REPORT IS STRUCTURED EACH SECTION HAS THREE COMPONENTS:

1

Graphs showing data and descriptions of the major findings

2

A “Why It Matters” call-out section to help the reader understand why this data is relevant

3



An “About the Data” section: what type of data we have, where it comes from, and data limitations

ABOUT THE DATA:

School Year: 2014-15

This report is primarily an update on the academic outcomes for the 2014-15 school year.

Schools Included

We have included data on both Oakland Unified School District-run and charter schools, both district and county-authorized, located in Oakland. Each graph has an icon to designate whether it represents All Public Schools (district-run and charter), District-Run Schools, or Charter Schools.



Missing Data:

This analysis included student-level data for all indicators on all students enrolled in District-run schools in 2014-15. Gathering data on students in charter schools required working with each individual school, and as the data capacity and systems of charter schools varied widely, some data about charter students are missing. Each graph is accompanied by a note detailing when some data on students in charter schools are missing. Where data were not available for more than 20% of charter students, we have not reported results for students in charter schools.

Population sizes are provided next to this symbol:



POPULATIONS



03



POPULATIONS

why it matters



ABOUT THE DATA

Throughout the report we focus on the outcomes for specific groups of students in addition to overall results, to draw attention to our obligation to ensure that our public schools serve all children well. In addition to showing data by race/ethnicity, we show data for vulnerable populations who often experience disparities – low-income students, English Learners, students in foster care, and students in special education.

RACE/ETHNICITY: Whenever a group included at least 11 students, we have broken out results for African American, Asian, Filipino, Latino, Native American, Pacific Islander, and White students. In the future, we hope to be able to further disaggregate data for Asian American students.

LOW-INCOME: Except where noted, low-income students are defined as those with family income low enough to qualify for free or reduced-price school meals; for a family of four this means an income of less than \$29,965 for free meals or \$42,643 for reduced-price meals.

ENGLISH LEARNERS: Students whose primary language is not English and who do not yet have the listening comprehension, speaking, reading, and writing skills necessary to succeed in a school's regular instructional programs are called English Learners.

SPECIAL EDUCATION: Students who have disabilities that interfere with their education such that the general education program cannot meet their educational needs qualify for special education services. Not all students with disabilities are in special education.

FOSTER CARE: Foster care is intended to provide temporary, safe living arrangements for children who cannot remain safely at home.

PUBLIC SCHOOL ENROLLMENT, BY RACE/ETHNICITY, 2014-15



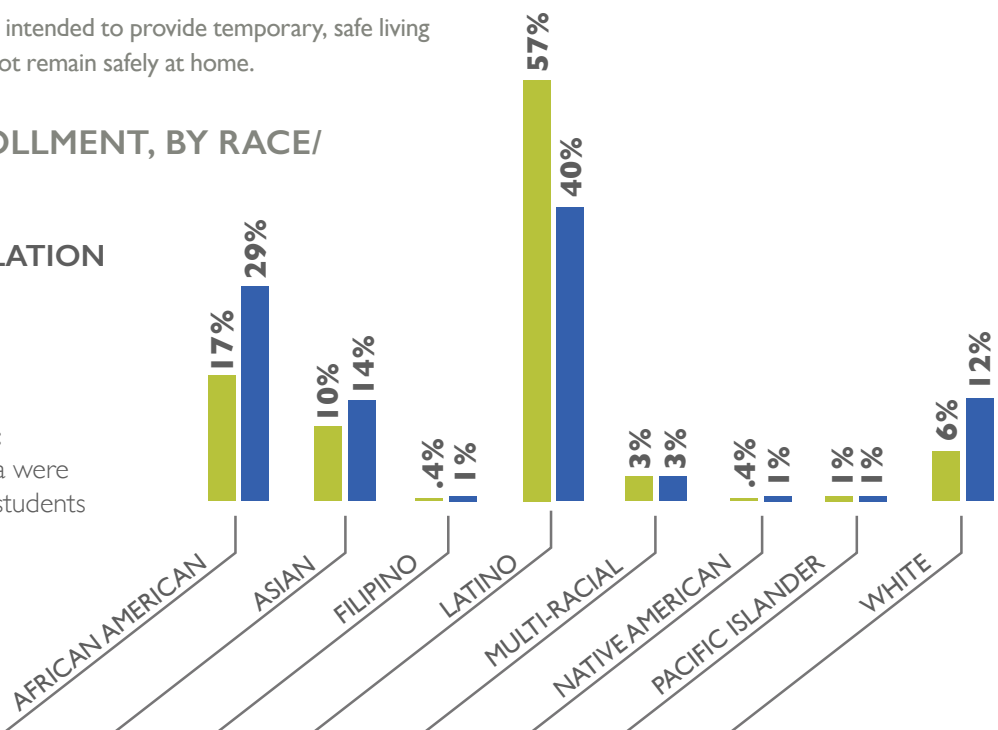
TOTAL POPULATION

12,801

36,645

MISSING DATA:

Race/ethnicity data were missing for 4% of students in charter schools.





District-run schools serve a higher proportion of students with special needs, but charter and district-run schools serve other vulnerable students at similar rates.

POPULATIONS

ENROLLMENT OF VULNERABLE POPULATIONS IN PUBLIC SCHOOLS, 2014-15

	ENGLISH LEARNER	FOSTER ²	LOW-INCOME	SPECIAL EDUCATION
CHARTER	30% 3,696	0.3% 30	73% 9,193	8% 1,004
DISTRICT-RUN	30% 10,772	1% 406	74% 27,124	12% 4,426

MISSING DATA:

Foster care status data were missing for 8%, income level data were missing for 2%, English Learner status data were missing for 4% of students in charter schools, and all students in charter schools had data about special education status.

PRE-KINDERGARTEN OUTCOMES

06



PRE-KINDERGARTEN OUTCOMES

READINESS FOR SCHOOL

PERCENTAGE OF KINDERGARTENERS ASSESSED AS SCHOOL READY, BY VULNERABLE POPULATION, 2015-16



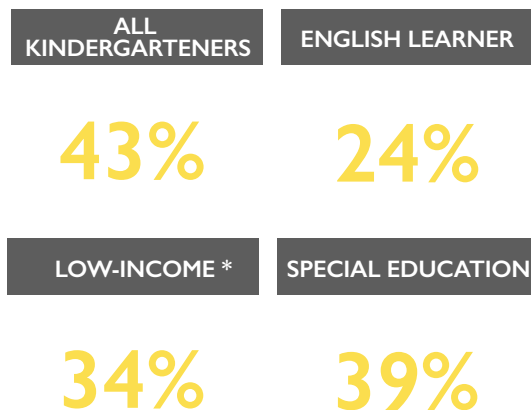
HOW IS SCHOOL READINESS MEASURED THIS YEAR?

This year we are drawing from data collected by First 5 of Alameda County and Applied Survey Research (ASR). Their study looked at the school readiness of kindergarteners as they entered a sample of schools in Alameda County (a report on this study is forthcoming). The data reported on here is from the subset of public schools that are located in Oakland. For this study, teachers assessed incoming kindergarteners on skills that influence readiness to learn. Recruitment of schools and teachers was intended to obtain a representative sample of schools, both geographically and academically. ASR prioritized schools that had previous experience with the assessment but also targeted schools in areas that had not been included in previous studies. ASR directly reached out to over 20 Oakland schools and relied on outreach from two OUSD administrators to recruit teachers.⁴ ASR signed up and trained every school and teacher that expressed interest, including one charter school.

THE DOMAINS ASSESSED ARE:

- Self-regulation: basic emotion regulation and self-control skills needed to be able to perform well in a classroom
- Social expression: skills related to interacting with adults and children
- Kindergarten academics: skills that are more academic in nature, such as writing, counting, and identifying shapes and colors

* Low-income for this indicator only is defined as under \$35,000. By comparison, students qualify for free lunch if their family's income is \$29,965 or less and reduced price lunch if under \$42,643.



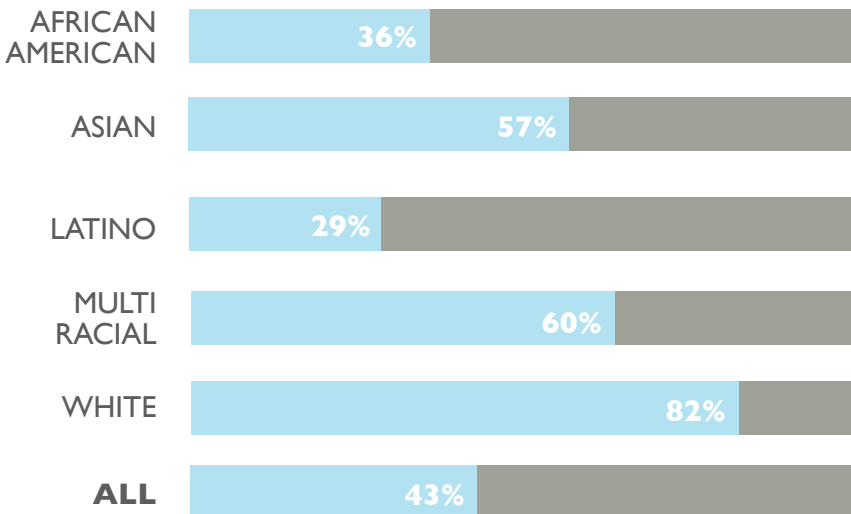
Children who enter school with early learning experiences that increase their social, emotional, and academic development are much more likely to have successful academic outcomes than less prepared children.³

SCHOOL READINESS

African American and Latino students were much less likely to be ready for school, while White kindergarteners were much more likely than other groups.

39% of boys entering kindergarten were ready for school, while 46% of girls were ready.

PERCENTAGE OF KINDERGARTENERS ASSESSED AS SCHOOL READY, BY RACE/ETHNICITY, 2015-16



Kindergartners in Oakland were less likely to be ready for school if:

- their family has an income of less than \$35,000
- their mother has no more than a high school education
- they are raised by a single parent

These factors were true, even accounting for the child's gender, English Learner status, preschool attendance, and whether the child has special needs.

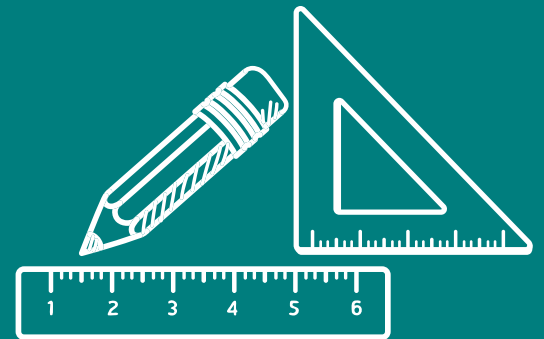


379



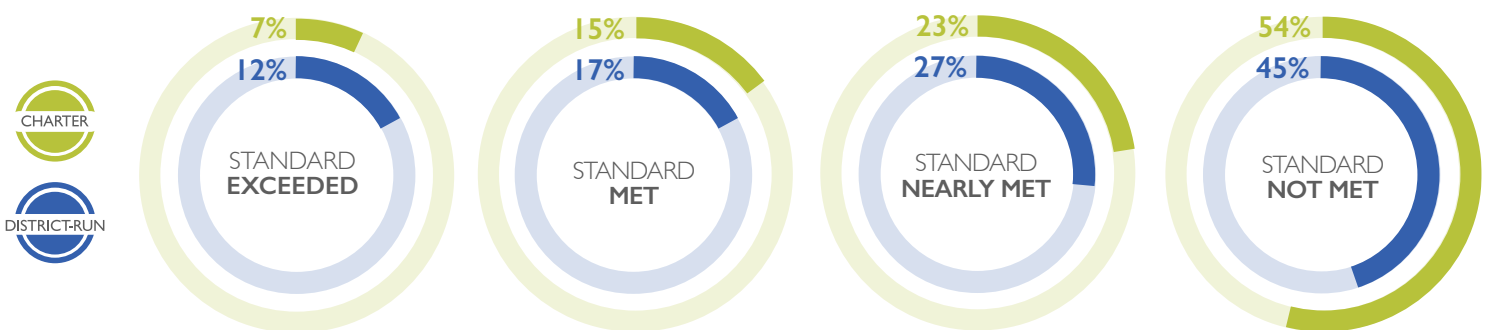
ELEMENTARY SCHOOL OUTCOMES

09



ELEMENTARY LEVEL ENGLISH

3RD-5TH GRADER PERFORMANCE RELATIVE TO ENGLISH STANDARDS, 2014-15



3rd-5th GRADERS TESTED 2,426 9,399

MISSING DATA: English Language Arts data were missing for 8% of students in charter schools.



HOW DID WE MEASURE READING PROFICIENCY?

Statewide, California students' progress toward college and career readiness were assessed in 2014-15 using the California Assessment of Student Performance and Progress. We focus here on one component of this assessment, the Smarter Balanced Summative Assessment in English and Language Arts (ELA), given to all students who have not been determined to have a cognitive disability. This is a comprehensive, end-of-year assessment aligned with the Common Core State Standards for ELA.⁵ This assessment is administered to students in grades 3-11, but, for our purposes here, we are reporting on the outcomes for elementary students in addition to focusing in on third graders in Oakland's public schools.



ELEMENTARY LEVEL ENGLISH

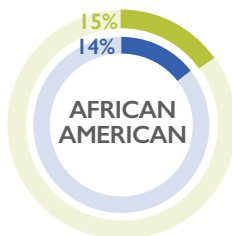


PERCENTAGE OF 3RD-5TH GRADERS MEETING OR EXCEEDING ENGLISH STANDARDS, BY RACE/ETHNICITY, 2014-15

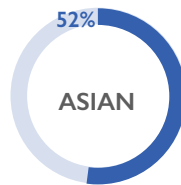
* Results are not reported because fewer than 11 Native American and Filipino students had test scores.

** Results are not reported because English Language Arts data were missing from more than 20% of Asian and White students in charter schools.

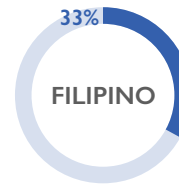
MISSING DATA: English Language Arts data were missing for 12% of African American, 1% of Latino, and 0% of Pacific Islander students in charter schools.



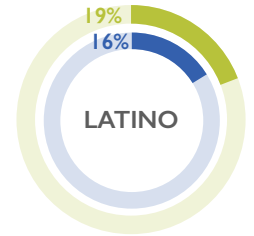
443 2,552



** 1,315



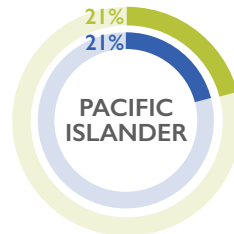
* 92



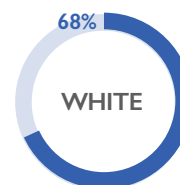
1,579 3,654



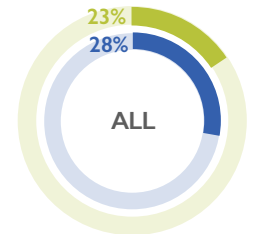
* 57



19 106



** 1,407



2,426 9,399

PERCENTAGE OF 3RD-5TH GRADERS MEETING OR EXCEEDING ENGLISH STANDARDS, BY VULNERABLE POPULATION, 2014-15



ENGLISH LEARNER	LOW-INCOME	SPECIAL EDUCATION	FOSTER
-----------------	------------	-------------------	--------

5%

928

21%

2,087

7%

228

*

6%

2,568

19%

6,860

9%

1,025

24%

71

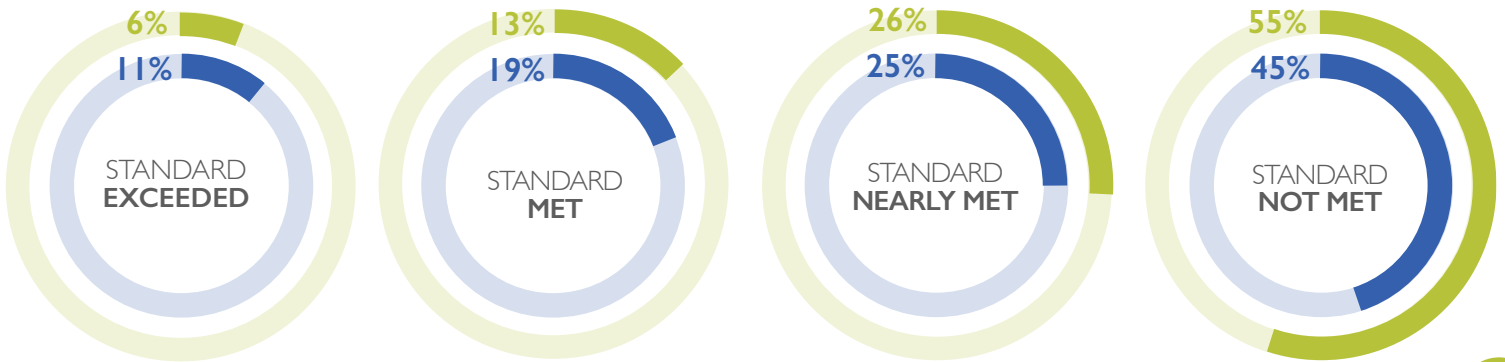
* Results are not reported because fewer than 11 foster students had test scores.

MISSING DATA: English Language Arts data were missing for 9% of students in special education, 2% of English Learners, and 1% of low-income students in charter schools.

3rd-graders in District-run schools were more likely than those in charter schools to meet or exceed English Language Arts standards.

THIRD GRADE ENGLISH

3RD-GRADE PERFORMANCE RELATIVE TO ENGLISH STANDARDS, 2014-15



3rd GRADERS TESTED 819 3,288

MISSING DATA: English Language Arts data were missing for 11% of third-grade students in charter schools.



Children who are not reading at grade level by 3rd grade are **four times less likely to graduate from high school on time** than those reading below grade level.⁶

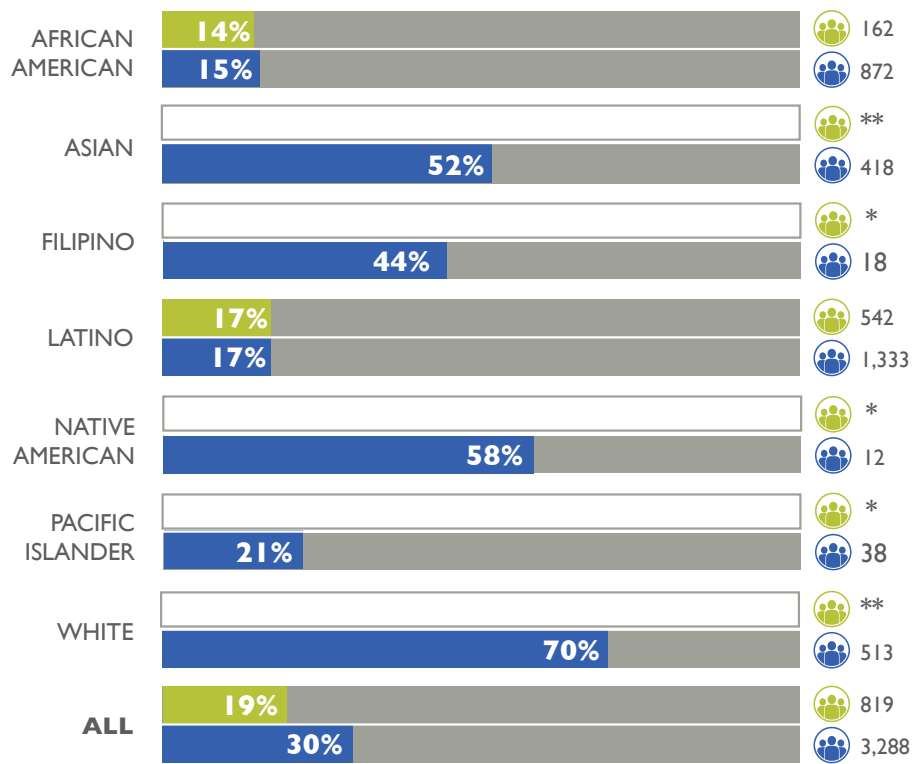
why it matters

Third grade often marks the period when students transition from “learning to read” to “reading to learn,” making reading proficiency in 3rd grade a gateway to gaining knowledge in all subject areas.



THIRD GRADE ENGLISH

PERCENTAGE OF 3RD GRADERS MEETING OR EXCEEDING ENGLISH STANDARDS, BY RACE/ETHNICITY, 2014-15



** Results are not reported because English Language Arts data were missing for more than 20% of Asian and White students in charter schools.

* Results are not reported because fewer than 11 Filipino, Native American, and Pacific Islander students had test scores.

MISSING DATA: English Language Arts data were missing for 13% of African American and 2% of Latino students in charter schools.

PERCENTAGE OF 3RD GRADERS MEETING OR EXCEEDING ENGLISH STANDARDS, BY VULNERABLE POPULATION, 2014-15



7%

359

17%

692

7%

82

*

8%

1,078

21%

2,438

13%

333

16%

19



* Results are not reported because fewer than 11 foster students had test scores.

MISSING DATA: English Language Arts data were missing for 12% of students in special education, 3% of English Learners, and 5% of low-income students in charter schools.

MIDDLE SCHOOL OUTCOMES

14



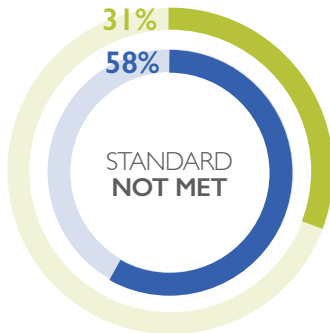
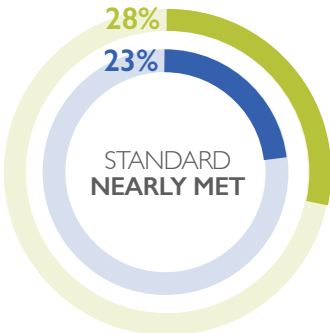
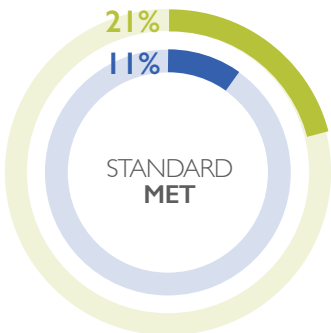
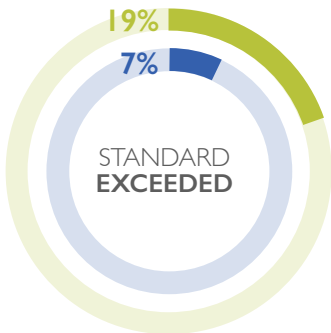


Middle school students in charters were more likely to meet or exceed Math standards.

MIDDLE SCHOOL OUTCOMES

MIDDLE SCHOOL MATH PERFORMANCE

7TH-8TH-GRADE STUDENTS PERFORMANCE RELATIVE TO MATH STANDARDS, 2014-15



7th-8th GRADERS TESTED 1,785 4,857

MISSING DATA: Math data were missing for 17% of students in charter schools.

why it matters



Middle school is a critical juncture in a child’s math education; those who are mathematically competent have opportunities for further education and experiences that those without this foundation will struggle to access. Math scores in middle school also predict likelihood of graduation.⁷

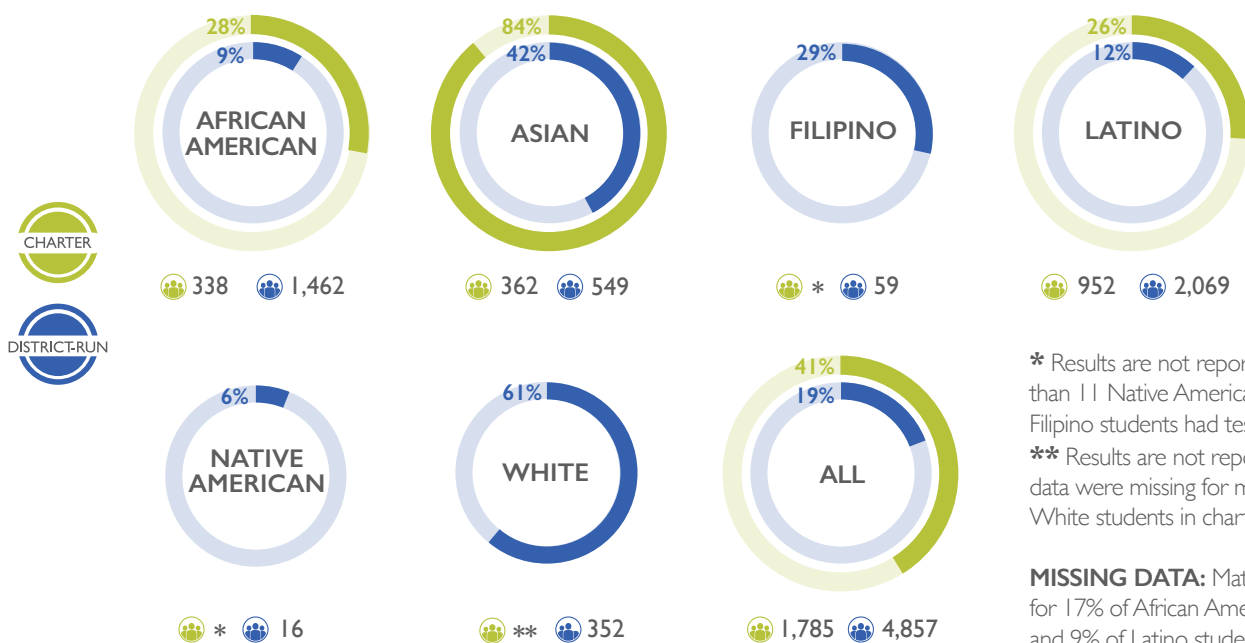
HOW DID WE MEASURE MATH PROFICIENCY?

Here we measure math proficiency by focusing on one component of the California Assessment of Student Performance and Progress assessment, the Smarter Balanced Summative Assessment in Math. This is a comprehensive, end-of-year assessment aligned with the Common Core State Standards for Math.⁸ This assessment is administered to students in grades 3-11, but, for our purposes here, we are reporting on the outcomes for 7th and 8th graders.

Low-income students and English Learners in charter middle schools were much more likely to meet or exceed standards in math.

MIDDLE SCHOOL MATH

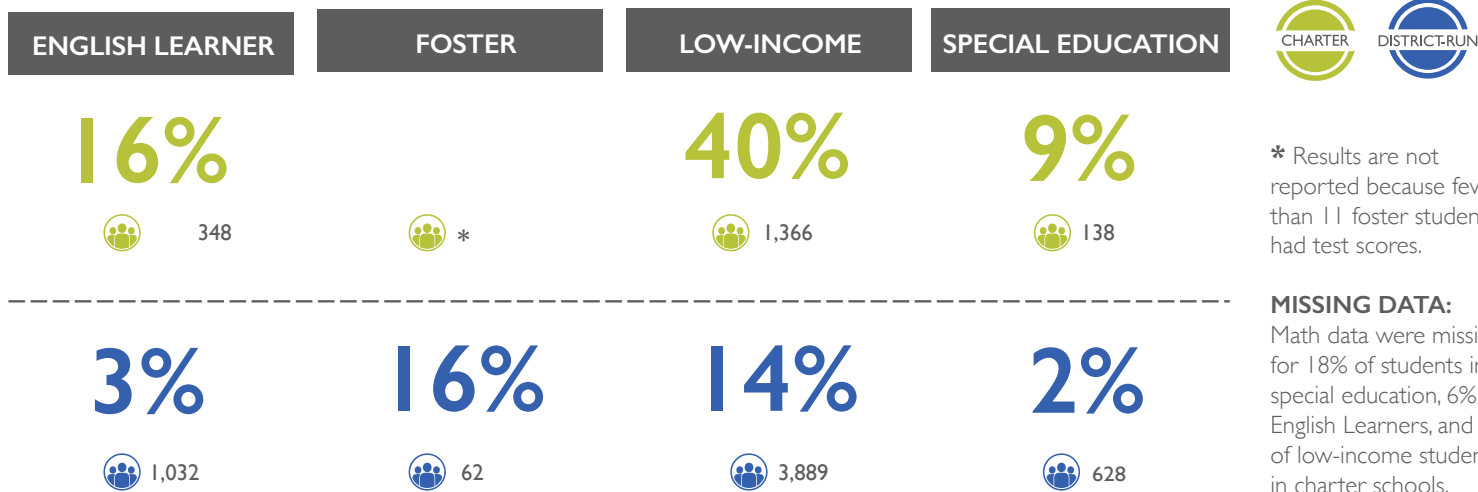
PERCENTAGE OF 7TH-8TH GRADERS MEETING OR EXCEEDING MATH STANDARDS, BY RACE/ETHNICITY, 2014-15



* Results are not reported because fewer than 11 Native American, Pacific Islander, and Filipino students had test scores.
 ** Results are not reported because Math data were missing for more than 20% of White students in charter schools.

MISSING DATA: Math data were missing for 17% of African American, 4% of Asian, and 9% of Latino students in charter schools.

PERCENTAGE OF 7TH-8TH GRADERS MEETING OR EXCEEDING MATH STANDARDS, BY VULNERABLE POPULATION, 2014-15



* Results are not reported because fewer than 11 foster students had test scores.

MISSING DATA: Math data were missing for 18% of students in special education, 6% of English Learners, and 6% of low-income students in charter schools.

HIGH SCHOOL OUTCOMES





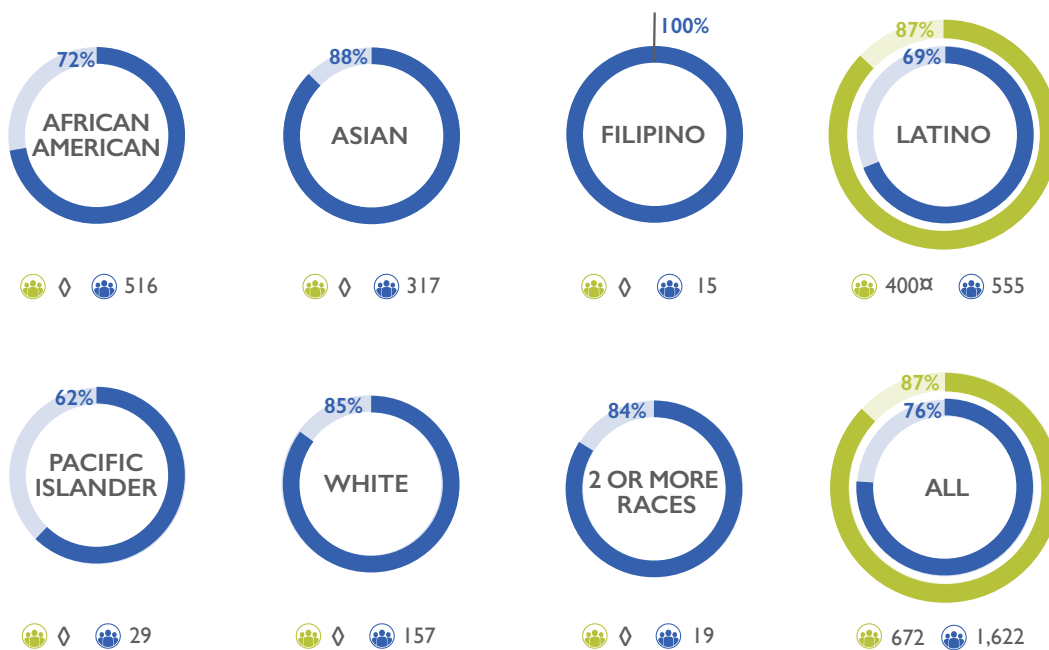
GRADUATION

COHORT GRADUATION RATES IN COMPREHENSIVE HIGH SCHOOLS⁹, BY RACE/ETHNICITY, 2014-15



✘ This figure is missing data from two charter high schools, accounting for approximately 2% of Latino 12th-graders in charter schools.

◇ Results not reported because California Department of Education public data sets exclude data when there are fewer than 11 students in a particular subgroup in a school, and subgroup data are unavailable for many charter schools.



GRADUATION RATES

Reported here are “cohort graduation rates,” meaning that they include students that graduated in four years. Some students remain enrolled past their senior year and end up graduating.

Cohort graduation rates include only comprehensive high schools, not independent study or continuation schools.⁹

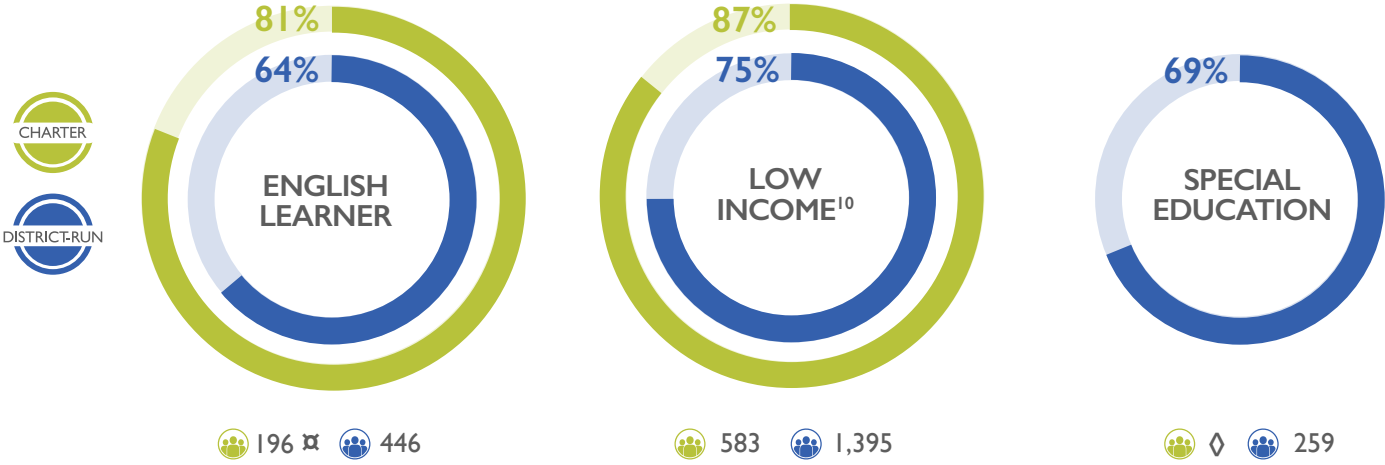




English Learners and low-income students were more likely to graduate from charter schools than District schools.

GRADUATION

COHORT GRADUATION RATES IN COMPREHENSIVE HIGH SCHOOLS⁹ BY VULNERABLE POPULATION, 2014-15



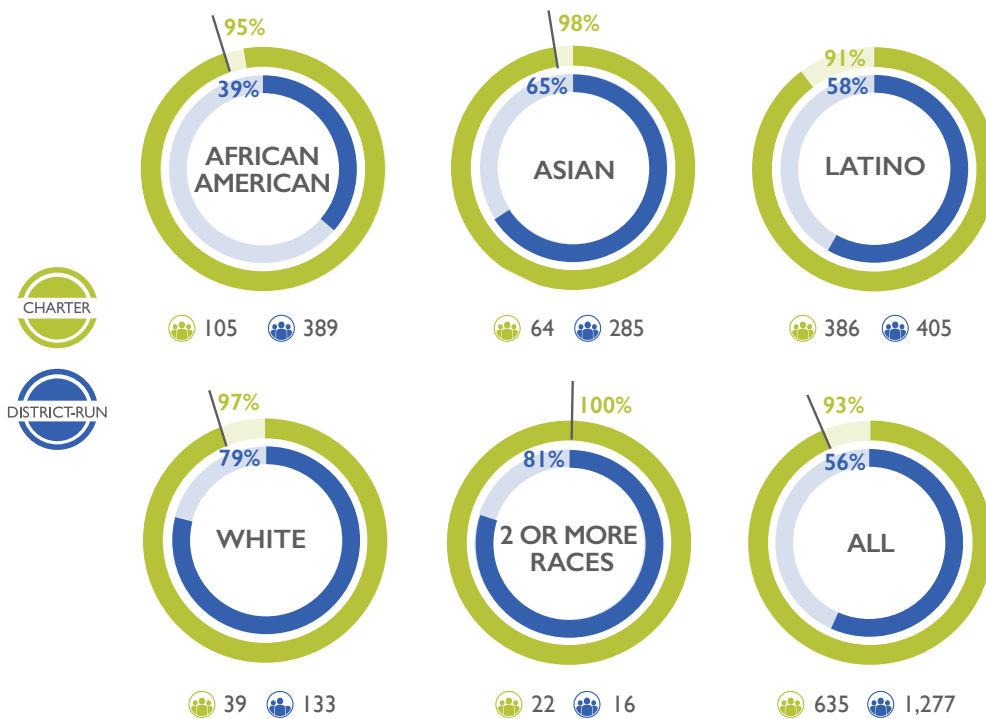
◇ Results not reported because California Department of Education public data sets exclude data when there are fewer than 11 students in a particular subgroup in a school, and subgroup data are unavailable for many charter schools.

✕ This figure is missing data from four charter high schools, accounting for approximately 15% of 12th-grader English Learners in charter schools.

UNIVERSITY ELIGIBILITY

A-G COURSE COMPLETION

PERCENTAGE OF GRADUATES IN COMPREHENSIVE HIGH SCHOOLS⁹ COMPLETING COURSE REQUIREMENTS FOR STATE UNIVERSITIES, BY RACE/ETHNICITY, 2014-15



UNIVERSITY ELIGIBILITY BY ETHNICITY

Students who graduated from charter schools were much more likely to have fulfilled course requirements making them eligible for California state universities than graduates from district-run schools.



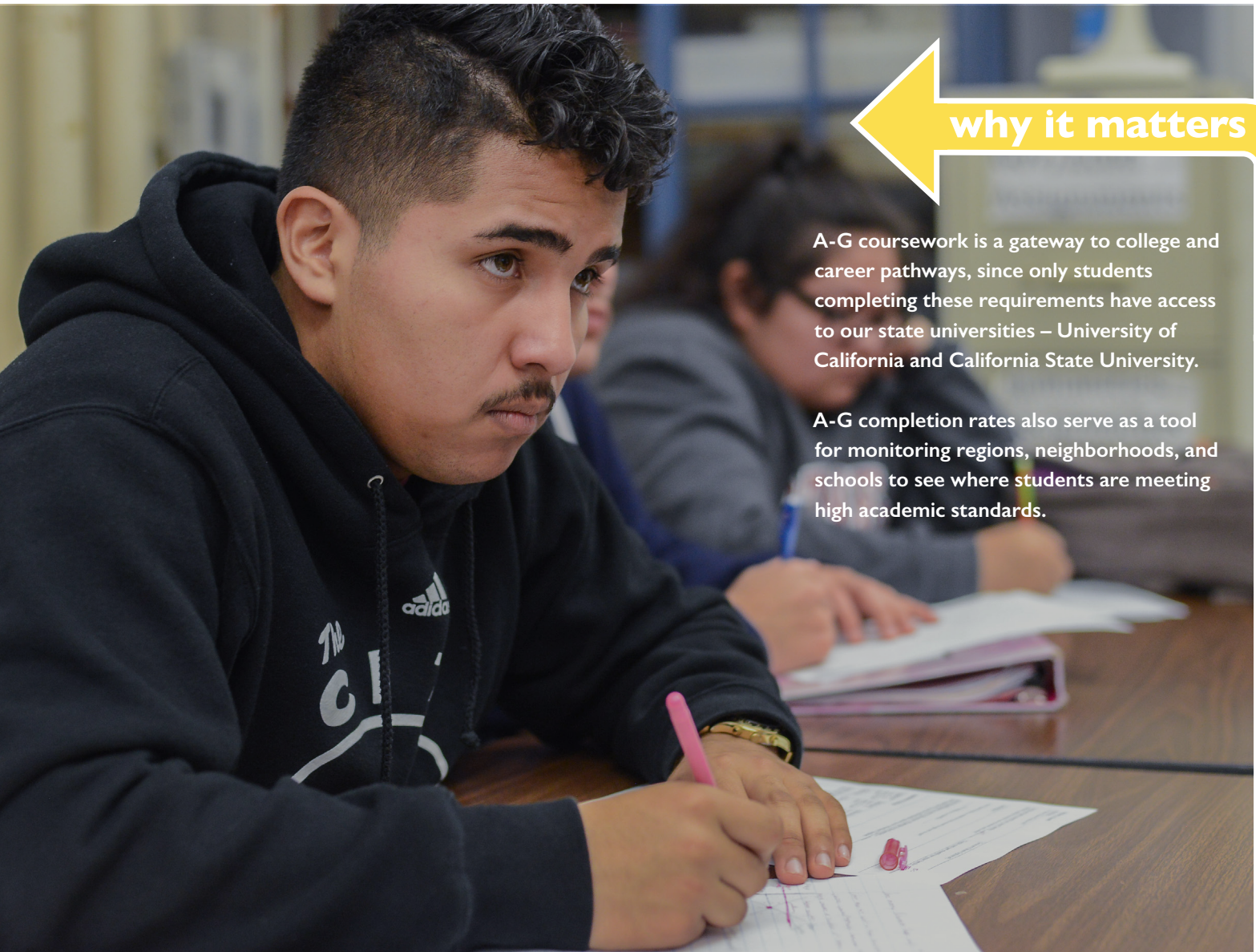
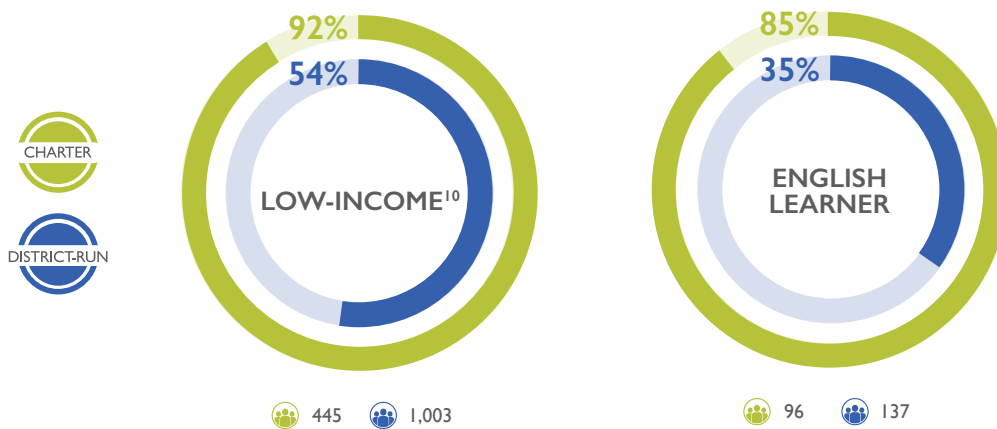
WHAT ARE A-G REQUIREMENTS?

Admission to the University of California or California State University requires that students receive a grade of “C” or better on a series of courses known as the A-G requirements. University eligibility rates include only comprehensive high schools, not independent study or continuation schools.⁸

- 4 years of English
- 3 years of math
- 2 years of history/social science
- 2 years of laboratory science
- 2 years of foreign language
- 1 year of visual and performing arts
- 1 year of college-preparatory electives

UNIVERSITY ELIGIBILITY

PERCENTAGE OF GRADUATES IN COMPREHENSIVE HIGH SCHOOLS⁹ COMPLETING COURSE REQUIREMENTS FOR STATE UNIVERSITIES BY VULNERABLE POPULATION, 2014-15



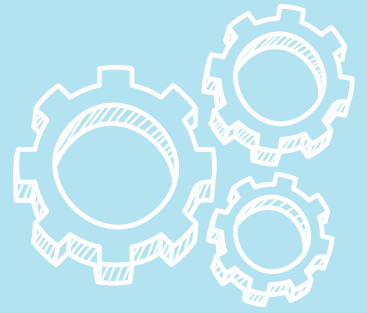
why it matters

A-G coursework is a gateway to college and career pathways, since only students completing these requirements have access to our state universities – University of California and California State University.

A-G completion rates also serve as a tool for monitoring regions, neighborhoods, and schools to see where students are meeting high academic standards.

POST-SECONDARY OUTCOMES

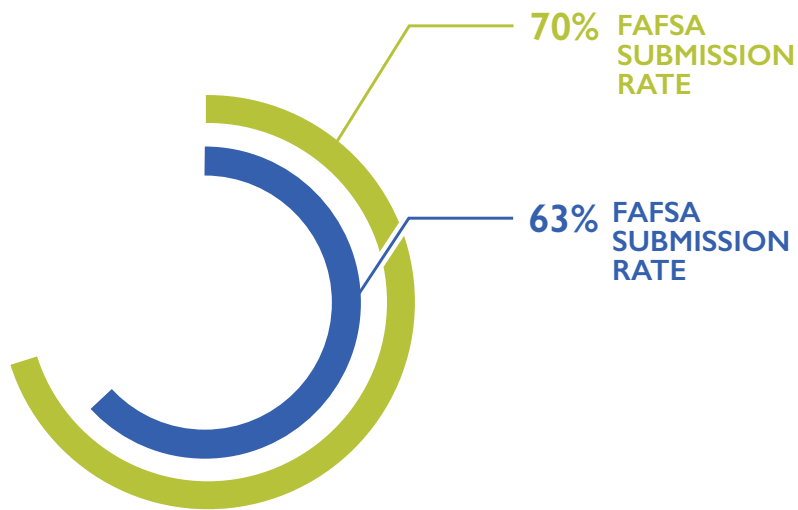
22





COLLEGE OUTCOMES

ESTIMATE OF FAFSA SUBMISSION RATE (SUBMISSIONS PER SCHOOL/TWELFTH GRADE ENROLLMENT) SPRING 2015



675 1,658



Rates include only comprehensive high schools, not independent study or continuation schools.⁹

why it matters

WHAT IS FAFSA AND WHY IS IT IMPORTANT?

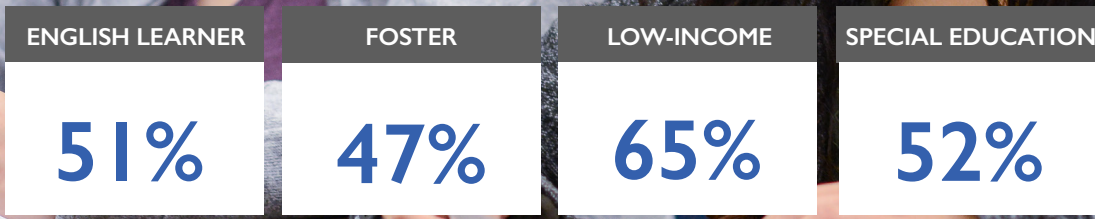
FAFSA is the Free Application for Federal Student Aid. All federal grant and loan awards are determined by the FAFSA, and nearly all colleges use the FAFSA as the basis for their own financial aid awards. Anyone who wants financial aid for college needs to complete and submit a FAFSA. Reported here is an estimate based on the size of the twelfth grade class.

COLLEGE ENROLLMENT

DISTRICT-RUN SCHOOLS

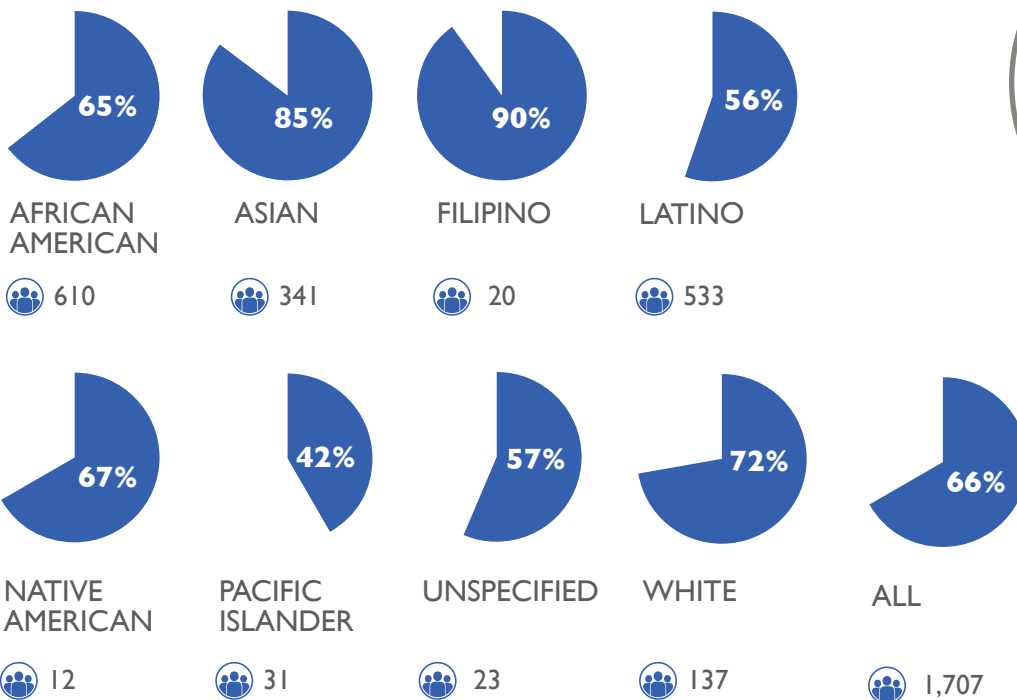


GRADUATES IN CLASS OF 2014‡ ENROLLED IN COLLEGE IN 2014-15, BY VULNERABLE POPULATION



Low-income students had the same likelihood of enrolling in college as the average student in district-run schools.

GRADUATES IN CLASS OF 2014‡ ENROLLED IN COLLEGE IN 2014-15, BY RACE/ETHNICITY



Latino and Pacific Islander graduates from district-run schools were the least likely to enroll in college. Asian and Filipino students were the most likely.



‡ Includes all graduates, including students graduating from comprehensive, continuation, and independent study alternative schools.

SCHOOL CULTURE

25

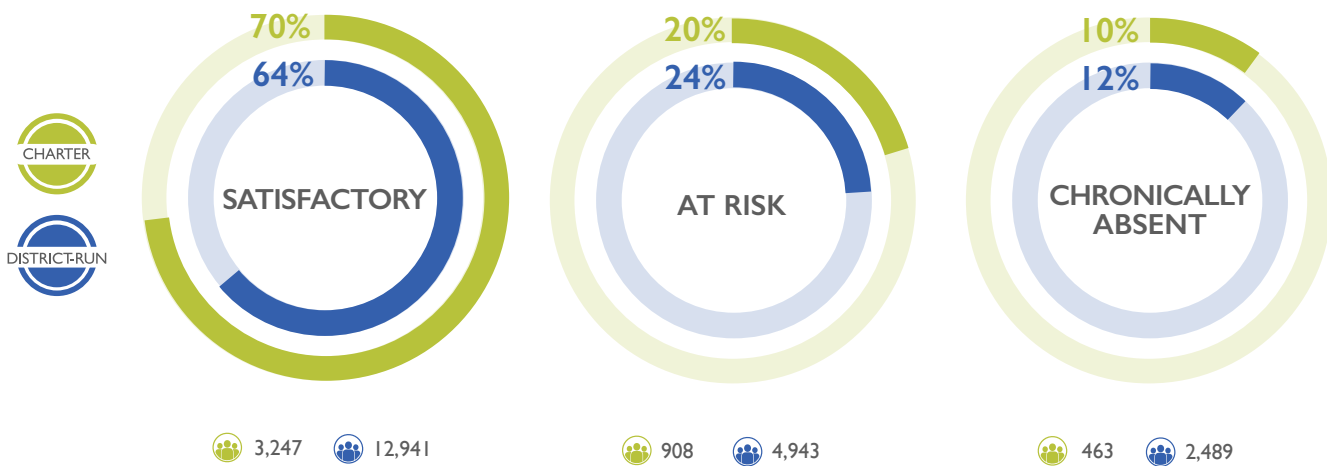




SCHOOL CULTURE

ELEMENTARY SCHOOL ATTENDANCE

PERCENTAGE OF STUDENTS IN TK-5TH GRADES, BY ATTENDANCE LEVEL, 2014-15



MISSING DATA: Attendance data were missing for 17% of students in charter schools.

why it matters

Chronic absence is an early warning sign of academic distress, including school dropout. "At risk" attendance is also associated with academic challenges.¹¹



CHRONIC ABSENCE:

- missing 10% or more school days (18 days in a full school year).

AT RISK ATTENDANCE:

- missing between 5-10% of school days.

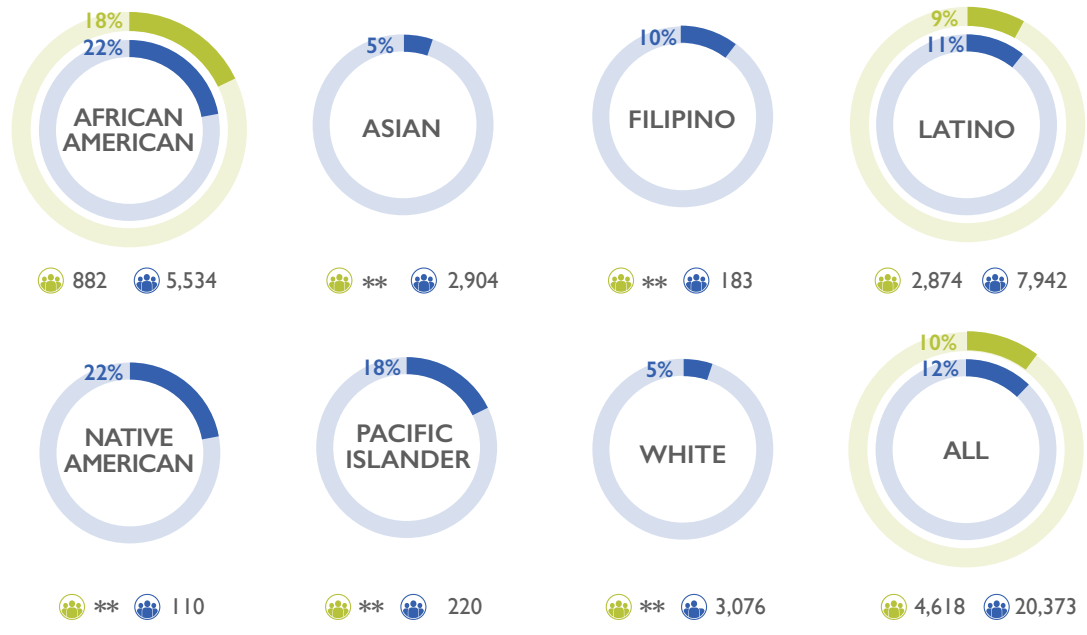
SATISFACTORY ATTENDANCE:

- missing less than 5% of school days.



CHRONIC ABSENCE

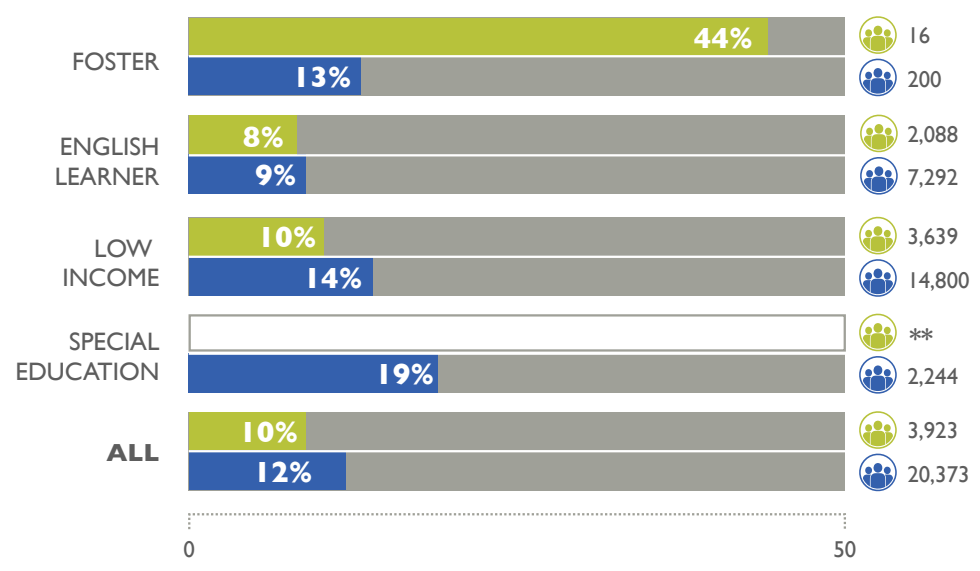
PERCENTAGE OF CHRONICALLY ABSENT STUDENTS IN TK-5TH GRADES, BY RACE/ETHNICITY, 2014-15



** Results not reported because attendance data were missing for more than 20% of charter students in this group.

MISSING DATA: Attendance data were missing for 13% of African American and 15% of Latino students in charter schools.

PERCENTAGE OF CHRONICALLY ABSENT STUDENTS IN TK-5TH GRADES, BY VULNERABLE POPULATION, 2014-15



** Results not reported because attendance data were missing for more than 20% of special education students in charter schools.

MISSING DATA: Attendance data were missing for 6% of students in foster care, 13% of English Learners, and 15% of low-income students in charter schools.



SUSPENSIONS

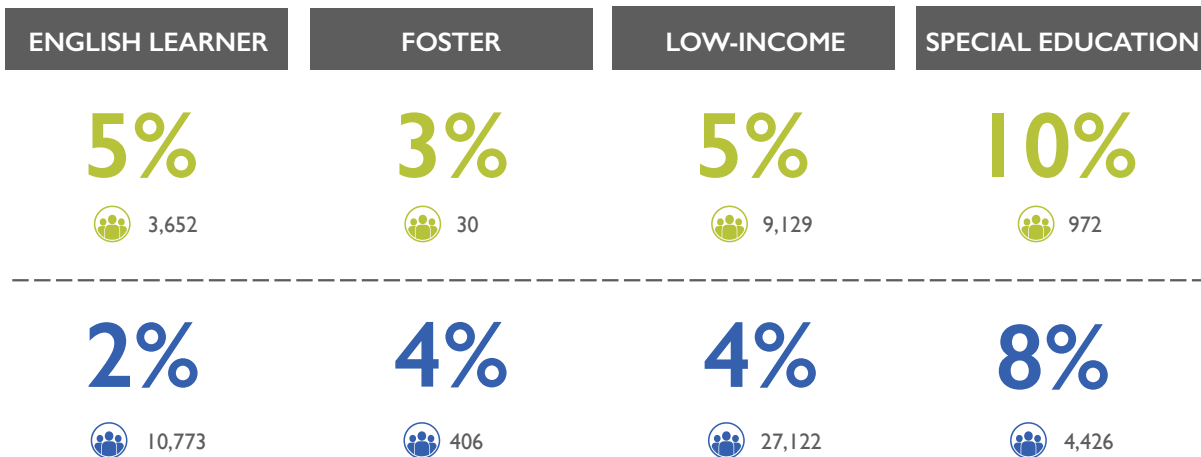
PERCENTAGE OF STUDENTS IN GRADES TK-12 SUSPENDED ONCE OR MORE, BY RACE/ETHNICITY, 2014-15



MISSING DATA: Suspension data were missing for 2% of students in charter schools, including 2% of African American, 2% of Asian, and 0% of Filipino, 1% of Latino, 4% of Native American, 0% of Pacific Islander, and 10% of White students.



PERCENTAGE OF STUDENTS IN GRADES TK-12 SUSPENDED ONCE OR MORE, BY VULNERABLE POPULATION, 2014-15



MISSING DATA: Suspension data were missing for 3% of students in special education, 0% of students in foster care, 1% of English Learners, and 1% of low-income students in charter schools.

why it matters

Being suspended even once is associated with later academic challenges.¹²



HOW DID WE MEASURE SUSPENSIONS?

We looked at whether students had received an out-of-school suspension one or more times.

DATA SOURCES

Total Population of Students

- OUSD: Urban Strategies Council analysis of data provided by OUSD
- Charters: Urban Strategies Council analysis of data provided by individual charter schools

Enrollment of Vulnerable Populations in Public Schools

- OUSD: Urban Strategies Council analysis of data provided by OUSD
- Charters: Urban Strategies Council analysis of data provided by individual charter schools

Kindergarteners Assessed as School Ready

- First 5 Alameda County and Applied Survey Research (data from forthcoming report)

Performance of 3rd-5th and 3rd Graders Only Relative to English Standards and Percentage Meeting or Exceeding English Standards

- OUSD: Urban Strategies Council analysis of data provided by OUSD
- Charters: Urban Strategies Council analysis of data provided by individual charter schools

7th-8th Grade Student Performance Relative to Math Standards and Percentage Meeting or Exceeding Math Standards

- OUSD: Urban Strategies Council analysis of data provided by OUSD
- Charters: Urban Strategies Council analysis of data provided by individual charter schools

Attendance Levels and Percentage of Chronically Absent TK-5th Grade Students

- OUSD: Urban Strategies Council analysis of data provided by OUSD
- Charters: Urban Strategies Council analysis of data provided by individual charter schools

Students Suspended Once or More

- OUSD: Urban Strategies Council analysis of data provided by OUSD
- Charters: Urban Strategies Council analysis of data provided by individual charter schools

Cohort Graduation Rates

- OUSD: OUSD Public Dashboards <http://www.ousddata.org/public-dashboards.html>
- Charters: Publicly available school-level data from the California Department of Education. Accessed from DataQuest <http://data1.cde.ca.gov/dataquest/>

Graduates Completing Course Requirements for State Universities

- OUSD: OUSD Public Dashboards <http://www.ousddata.org/public-dashboards.html>
- Charters: Publicly available school-level data from the California Department of Education. Accessed from DataQuest <http://data1.cde.ca.gov/dataquest/>

Estimated FAFSA Submission Rates

- OUSD and Charters: Number of FAFSA submissions from U.S. Department of Education Federal Student Aid Data Center, <https://studentaid.ed.gov/sa/data-center>. 12th-grade enrollment from California Department of Education, accessed from DataQuest <http://data1.cde.ca.gov/dataquest/>

Graduates Enrolled in College

- OUSD: OUSD analysis shared with Urban Strategies Council

DATA GAPS

Throughout this report, we note when we are unable to report data for particular groups of students. There are three primary reasons for data gaps in this report.

- 1 LOW NUMBERS (<11)**
Where a subgroup (e.g. Filipino students in grades 3-5 in charter schools) has fewer than 11 students for a particular indicator, we do not report results for that group because statistics based on very small numbers can be unreliable.
- 2 DATA MISSING FOR MORE THAN 20% OF STUDENTS**
Gathering data on students in charter schools required working with each individual school, and as the data capacity and systems of charter schools varied widely, some charter schools were unable to provide usable data for some indicators. Where data were not available for more than 20% of charter students in a specific subgroup (e.g. attendance data were missing for more than 20% of Asian charter students in grades TK-5), we have not reported results for charter students in that subgroup on a particular indicator. See the table following this page for details about which schools were not able to provide usable data for each topic.
- 3 DATA NOT PUBLISHED**
The graduation rates of students in charter schools are drawn from the cohort graduation rate data published by the California Department of Education, through their DataQuest website. These public data sets exclude data when there 10 or fewer students in a particular subgroup in a school; subgroup data were unavailable for many charter schools.

In this screenshot from DataQuest, we can see that the number of students and subsequent graduates in the cohort for each racial/ethnic group have been suppressed because there were 10 or fewer students. In all such cases we were unable to calculate graduation rates for these subgroups in charter schools.

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate
Hispanic or Latino of Any Race	*	*	80.0
Filipino, Not Hispanic	*	*	100.0
African American, Not Hispanic	*	*	100.0
White, Not Hispanic	*	*	100.0



CHARTER SCHOOLS WITH MISSING DATA FOR 2014-15



All schools attempted to provide data for all indicators. The following table details charter schools that were unable to provide usable student-level data for a particular indicator or demographic group, due to capacity or infrastructure issues. Schools not listed provided usable data for all indicators.

SCHOOL	RACE/ETHNICITY	SUSPENSION	ATTENDANCE	ENGLISH LANGUAGE ARTS	MATH	LOW-INCOME	ENGLISH LEARNERS	FOSTER
	American Indian Public Charter School II	MISSING DATA			MISSING DATA	MISSING DATA		
American Indian Public High	MISSING DATA							
Amethod - Downtown Charter Academy			MISSING DATA					
Amethod - Oakland Charter Academy			MISSING DATA					
Amethod - Oakland Charter High			MISSING DATA					
ARISE High								MISSING DATA
KIPP Bridge Charter School								MISSING DATA
Bay Area Technology School						MISSING DATA		
Oakland School for the Arts					MISSING DATA			
Urban Montessori Charter		MISSING DATA	MISSING DATA					
Yu Ming Charter School				MISSING DATA			MISSING DATA	
						VULNERABLE POPULATION		

MISSING DATA BY TOPIC OR POPULATION

ENDNOTES

¹ These cities include Cincinnati and Memphis. See 2014-15 Partnership Report, Strive Partnership; and Collective Impact Case Study: Memphis Fast Forward, FSG.

² The count of students in foster care includes only those reported to the school or district by the Alameda County Social Services Agency.

³ Halle, T.G., Hair, E.C. Buchinal, M, Anderson, R, & Zaslow, M. 2012. "In the running for successful outcomes: Exploring the evidence for thresholds of school readiness. Technical Report," U.S. Department of Health and Human Services.

⁴ Schools included in the sample for the school readiness assessment were: Allendale, Brookfield, Carl B. Munck, Community United, Esperanza, Fruitvale, Garfield, Greenleaf (N<5; most of class were TK students), Hoover, Howard, Laurel, Learning without Limits, Markham, New Highland Academy, Parker, Think College Now, and Thornhill.

⁵ The Common Core Standards were adopted in 2010 by a number of states across the nation describing what students should know and be able to do in each subject in each grade. Having a common standard helps guide all students to get an education that will be the foundation for college and career readiness, even if they change schools or move to a different state. These standards were designed by teachers, parents, and education experts.

⁶ The Annie E. Casey Foundation, Early Warning! Why Reading by the End of Third Grade Matters, A KIDS COUNT Special Report, 2010.

⁷ Kieffer, M. J., Marinell, W. H., Stephenson, N. S. 2011. "The Middle Grades Student Transitions Study: Navigating the middle grades and preparing students for high school graduation," The Research Alliance for New York City Schools, working paper.

⁸ The Common Core Standards were adopted in 2010 by a number of states across the nation describing what students should know and be able to do in each subject in each grade. Having a common standard helps guide all students to get an education that will be the foundation for college and career readiness, even if they change schools or move to a different state. These standards were designed by teachers, parents, and education experts.

⁹ District-run comprehensive high schools included in the analysis are: Castlemont, Coliseum College Prep, Fremont, LIFE Academy, McClymonds, MetWest, Oakland High, Oakland Tech, and Skyline.

¹⁰ This measure of socioeconomic disadvantage (used by the California Department of Education) factors in eligibility for the Free and Reduced Price Lunch (FRPL) program, which provides meals to low-income students during the school day, and parental educational attainment.

¹¹ Ginsburg, A., Jordan, P., & Chang, H. 2014. "Absences Add Up: How school attendance influences student success."

¹² Balfanz, R., Byrnes, V., and Fox, J. "Sent Home and Put Off-Track: The Antecedents, Disproportionalities, and Consequences of Being Suspended in the Ninth Grade," Journal of Applied Research on Children: Informing Policy for Children At Risk, 5(2), Article 13.