

# OAKLAND ACHIEVES

PUBLIC EDUCATION PROGRESS REPORT

A Project of the  
Oakland Achieves  
Partnership



2015

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# OAKLAND ACHIEVES

## THIRD ANNUAL PUBLIC EDUCATION PROGRESS REPORT

July 16, 2015

### INTRODUCTION

Oakland’s children deserve a world class education system, but we’ve got a ways to go before this is the reality for all students. We’ve seen some outstanding achievements by individuals and by schools this past year, and we celebrate those successes, but in order to assess where we are and move towards where we want to be, we must dive into the data on the good, the bad and the improving. In this third annual edition of the Oakland Achieves Public Education Progress Report, we present student outcomes so that we, as a city can see how our public school system is serving our children and youth. Our hope is that these findings drive decision-making and action. This report does not explain all the complex factors that lead to the outcomes we see, but it provides key indicators to measure our future successes.

This year our report includes data on both the schools run by the Oakland Unified School District, as well as on public charter schools in Oakland, regardless of the source of their charter (both district-authorized and county-authorized). This inclusion serves as the beginning of what needs to be a comprehensive look at our system of charters in Oakland. Data for public charter schools were not available for all measures, however, and we’ve indicated where this is the case. Future research needs to look into where there are promising practices that are working well and where student differences are leading to outcomes.

### 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 box to help the reader understand why this data is relevant
- 3 A data call-out box to describe what type of data we have, where it comes from, and data limitations

#### ABOUT THE DATA:

##### School Years Included

This report is primarily an update on the academic outcomes for the 2013-14 school year. However, we do present 2014-15 enrollment figures and Spring 2015 financial aid form submission.




##### Schools Included

We have included data on both Oakland Unified School District-run and charter schools, both district and county-authorized, located in Oakland (wherever charter data was available). Each graph has an icon to designate whether it represents “All Public Schools” (district-run and charter), “District-Run Schools,” or “Charter Schools.” Wherever data allowed, we combined this break-down with the ethnic and vulnerable populations breakdowns to understand how different populations are performing in each type of school. As of this report, there are 86 district-run schools, 32 district-authorized charter schools, and six county-authorized schools in Oakland.

All data that includes charters was derived from the *California Department of Education (CDE)*. Data on district-run schools in *Oakland Unified School District* was obtained from CDE and also from record level data supplied by the District. This table indicates in which areas we have data on all public schools (district-run and charter) and where we have only data on district-run schools:

##### Ethnic Categories

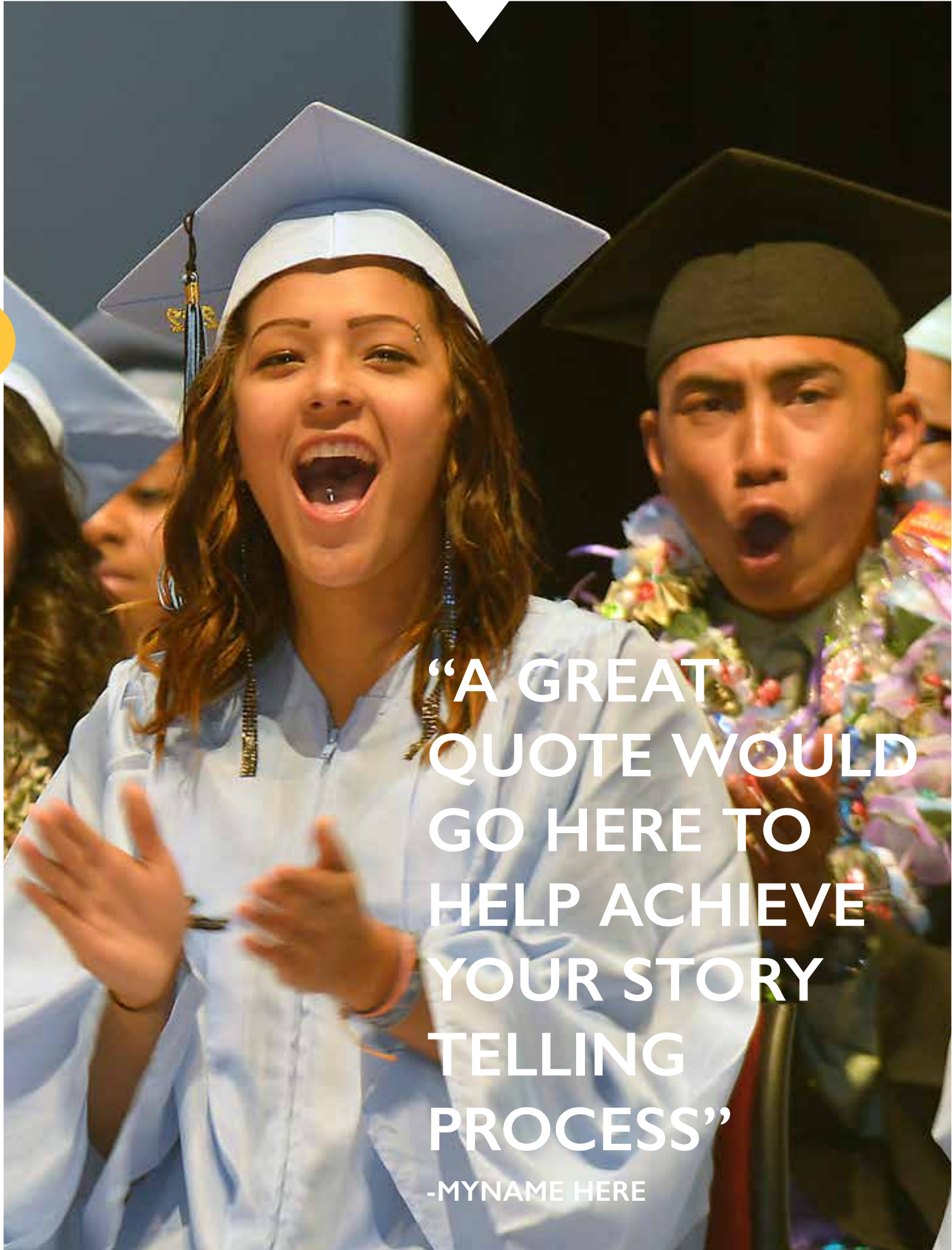
We have broken out ethnic categories by African American, Asian, Filipino, Latino, Native American, Pacific Islander, and White wherever we had a sample of at least 11 students.

|                                       |   |   |
|---------------------------------------|---|---|
| <b>ALL PUBLIC SCHOOLS DATA</b>        | DEMOGRAPHICS<br>HIGH SCHOOL OUTCOMES<br>COLLEGE OUTCOMES                                  |  |
| <b>DISTRICT-RUN SCHOOLS DATA ONLY</b> | PRE-KINDERGARTEN OUTCOMES<br>ELEMENTARY OUTCOMES<br>MIDDLE SCHOOL OUTCOMES<br>SUSPENSIONS |  |
| <b>CHARTER SCHOOLS DATA ONLY</b>      | DEMOGRAPHICS  |  |



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“A GREAT  
QUOTE WOULD  
GO HERE TO  
HELP ACHIEVE  
YOUR STORY  
TELLING  
PROCESS”

-MYNAME HERE



# EXECUTIVE SUMMARY

## DEMOGRAPHICS

- District-run schools in *Oakland Unified School District* and charter schools in Oakland both serve extremely diverse student bodies, with charters having a larger population of Latino students and smaller populations of African American and White students.
- District-run and charter schools serve almost the same proportion of low-income students and English learners.

## PRE-KINDERGARTEN OUTCOMES

### SCHOOL READINESS

- Students in district-run preschools, serving only a small subset of low-income children in Oakland, had school readiness scores at the end of the year that were double their scores at the beginning of the year.
- African American preschoolers were assessed as having improved the least and Latinos the most.

### EARLY LITERACY

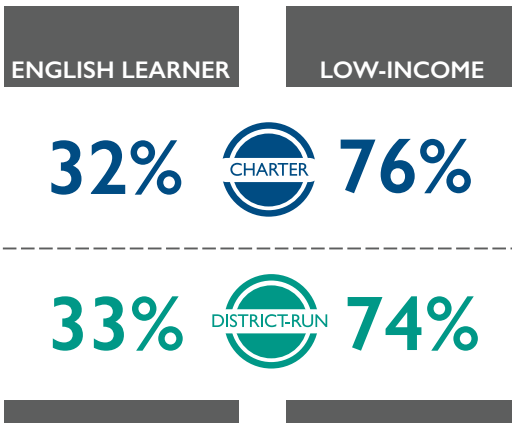
- Students of color were much less likely to enter kindergarten with essential early literacy skills.

## ELEMENTARY SCHOOL OUTCOMES

### ATTENDANCE

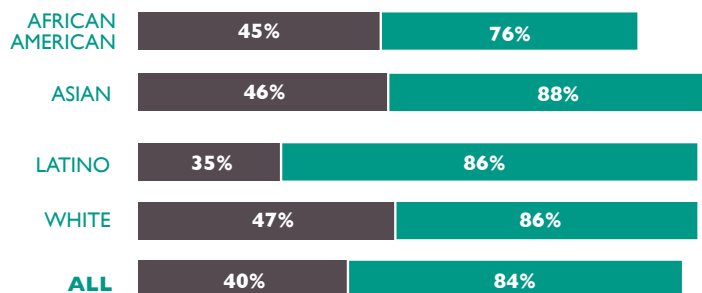
- Attendance has improved in OUSD overall.
- Disparities are still evident in attendance patterns, with African American, Pacific Islander, and Native American students much more likely to be chronically absent (*absent 10% or more of enrolled days*).
- Kindergarteners and first graders continue to have high rates of **chronic absence**.

## ENROLLMENT

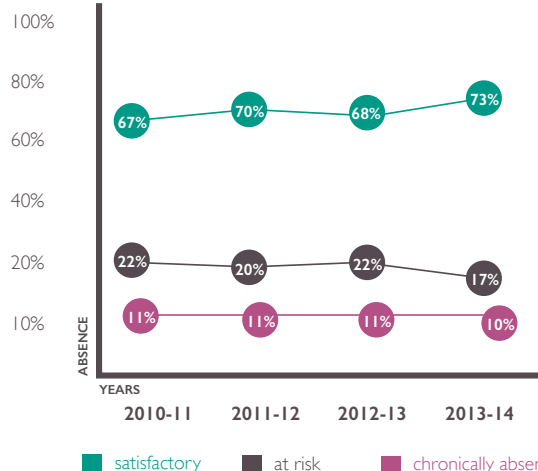


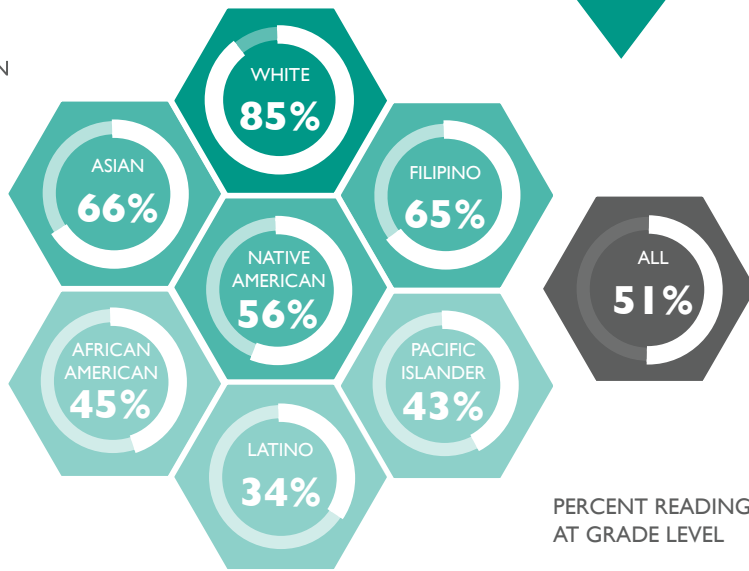
## SCHOOL READINESS

### START OF THE YEAR vs. END OF YEAR



## ATTENDANCE





PERCENT READING AT GRADE LEVEL

## READING PROFICIENCY

- Just over half of 2nd-5th graders were reading at grade level.
- Latino, Pacific Islander, and African American 2nd-5th graders were least likely to read at grade level.
- Low-income students and students in foster care were far less likely to read at grade level.

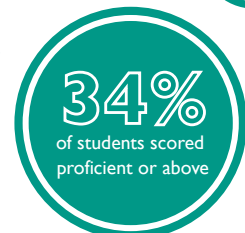
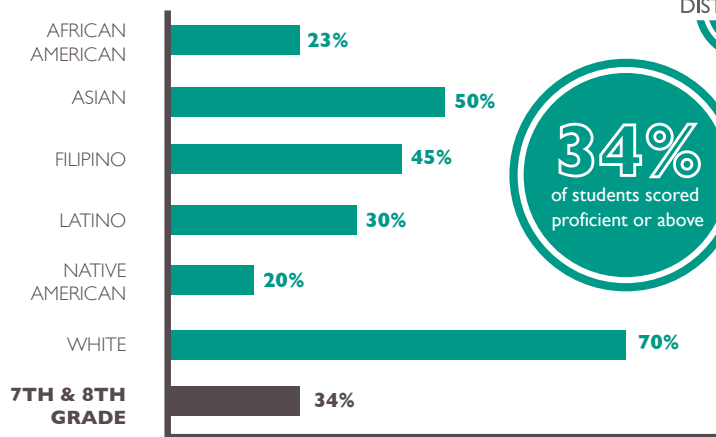


# MIDDLE SCHOOL OUTCOMES

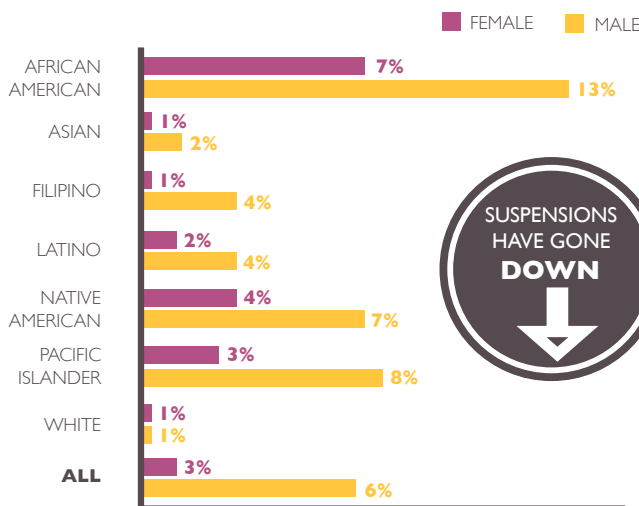


## MATH

- Students took a different type of math assessment this year, aligned with the Common Core Standards, and **only 34% of students scored proficient or above.**
- Students of color were much less likely to be proficient in math.
- Low-income students also had low math proficiency, as well as students in foster care and English learners.



African American male students are **13 times** more likely than White males to be suspended.



## SUSPENSIONS

- Suspensions have gone down overall in district-run schools.
- Suspensions of African Americans have gone down from 14% in 2010-11 to 10% in 2013-14, but the rate for African American male students was still 13 times higher than that of White males.



# HIGH SCHOOL OUTCOMES

## HIGH SCHOOL EXIT EXAM

- Students who attended district-run schools were less likely to pass the math and English language component of the high school exit exam in 10th grade.
- Asian and Latino students in charters were more likely to pass the exit exam in 10th grade than White students, while much less likely in district-run schools.
- English learners were far more likely to pass the

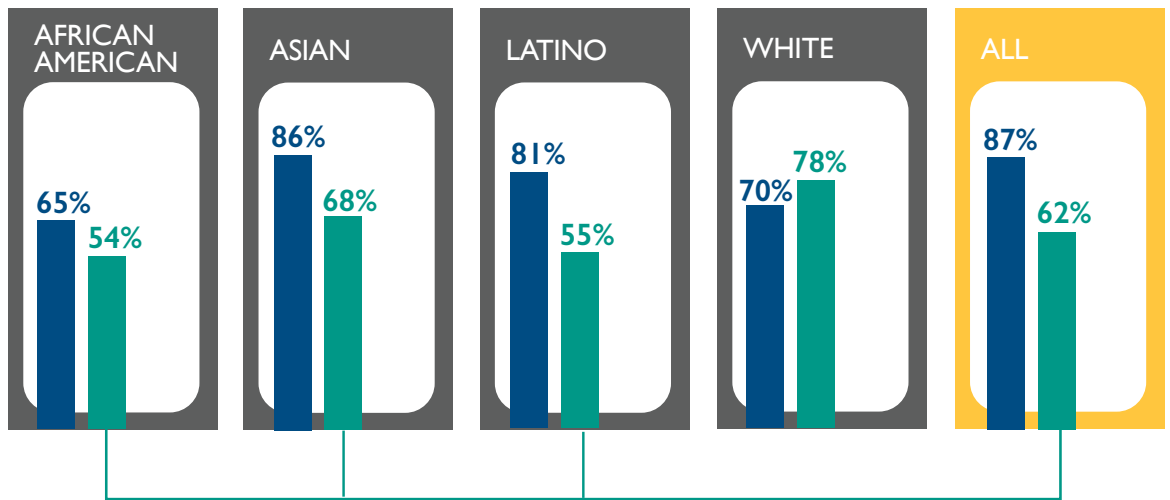
exit exam in 10th grade if they attended charter high schools rather than district-run schools.

- Low-income students were also much more likely to pass the exit exam in 10th grade if they went to a charter.

05



English learners were far more likely to pass the exit exam if they attended charter high schools rather than district-run schools.



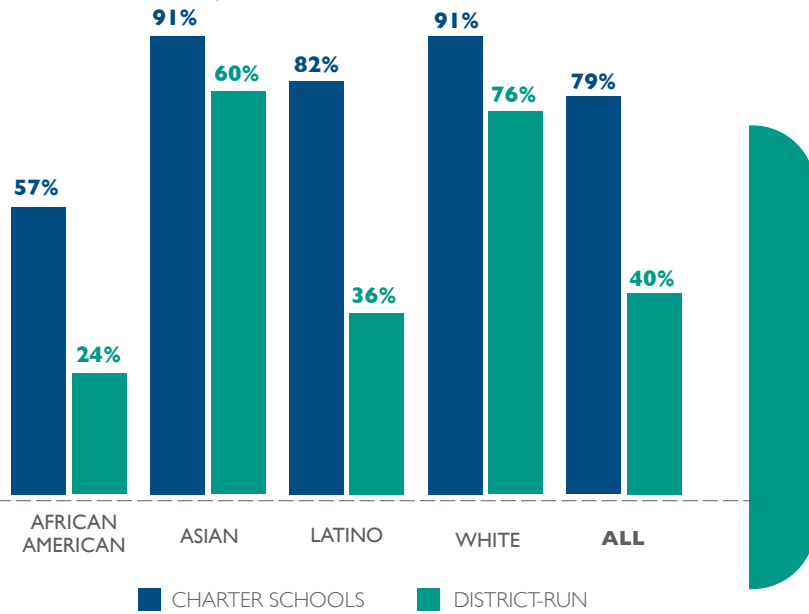
Students who attended **district-run schools** were *less likely to pass* the English language component of the high school exit exam.

■ DISTRICT-RUN ■ CHARTER



2x

Students in CHARTER SCHOOLS were almost 2 times as likely to complete the required coursework for eligibility to the state universities than those in district-run schools.



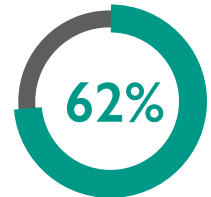
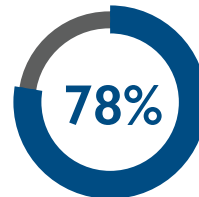
## REQUIRED COURSEWORK FOR ELIGIBILITY TO STATE UNIVERSITIES (A-G)

- Students in charter schools were almost twice as likely as those in district-run schools to complete the required coursework making them eligible for admission to the state universities.
- Students of color in charter schools were much more likely to fulfill coursework requirements making them eligible for university, compared to those in district schools.

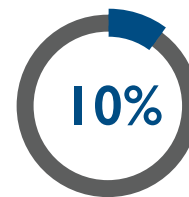
### GRADUATION

- Students in charters for high school were more likely to graduate, especially Latino and Asia students.
- English learners and low-income students also had higher graduation rates in charters.

GRADUATED IN 4 YEARS

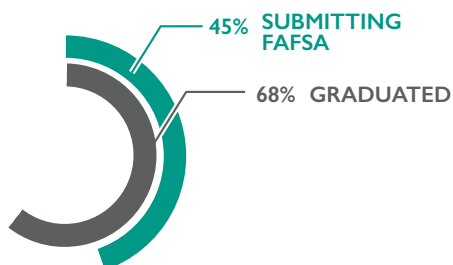
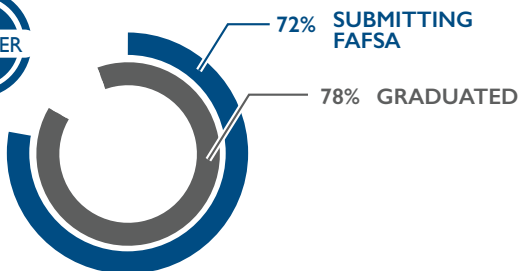


DROPPED OUT



CHARTER SCHOOLS

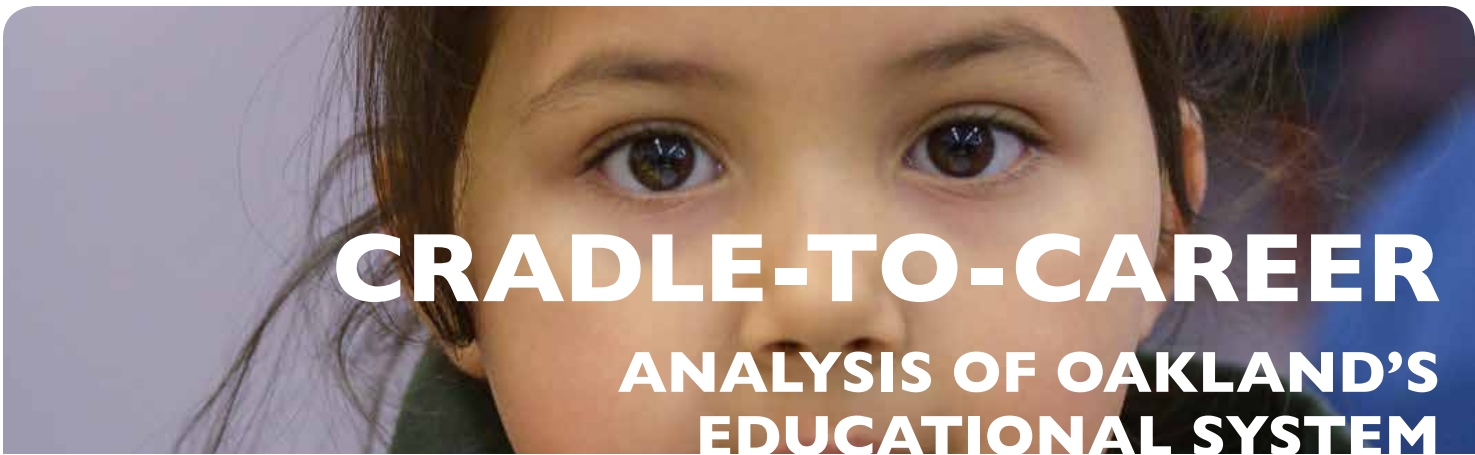
DISTRICT-RUN



### COLLEGE OUTCOMES

- Students in charters were more likely to submit forms applying for money for college (FAFSA) than those in district-run schools.





# CRADLE-TO-CAREER

## ANALYSIS OF OAKLAND'S EDUCATIONAL SYSTEM

07

### PRE-K

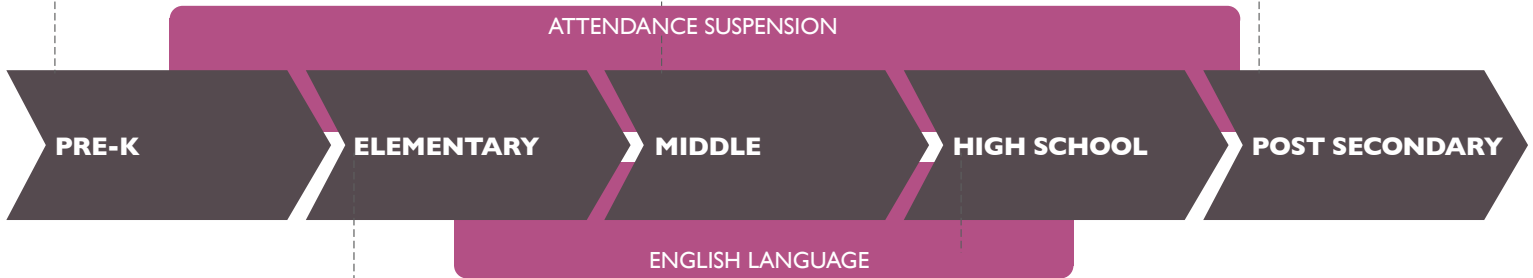
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### MIDDLE

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### POST SECONDARY

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### ELEMENTARY

important copy here. place some important copy here. place some important copy here.

### HIGH SCHOOL

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## why it matters

**WHY EXAMINE THE CRADLE-TO-CAREER CONTINUUM?** To have a long-term impact on the life outcomes of children, a cradle to career framework is necessary for organizing, aligning and coordinating health, social, education and employment services across the developmental spectrum from birth through childhood and adolescence and into young adulthood, forming a continuum of services and supports which significantly improves outcomes. Other communities that have adopted such a framework and organized themselves around common outcomes and indicators have experienced improved outcomes for youth and young adults. Beginning to examine education indicators across developmental levels is an important step toward understanding young people's path through childhood and into adulthood.

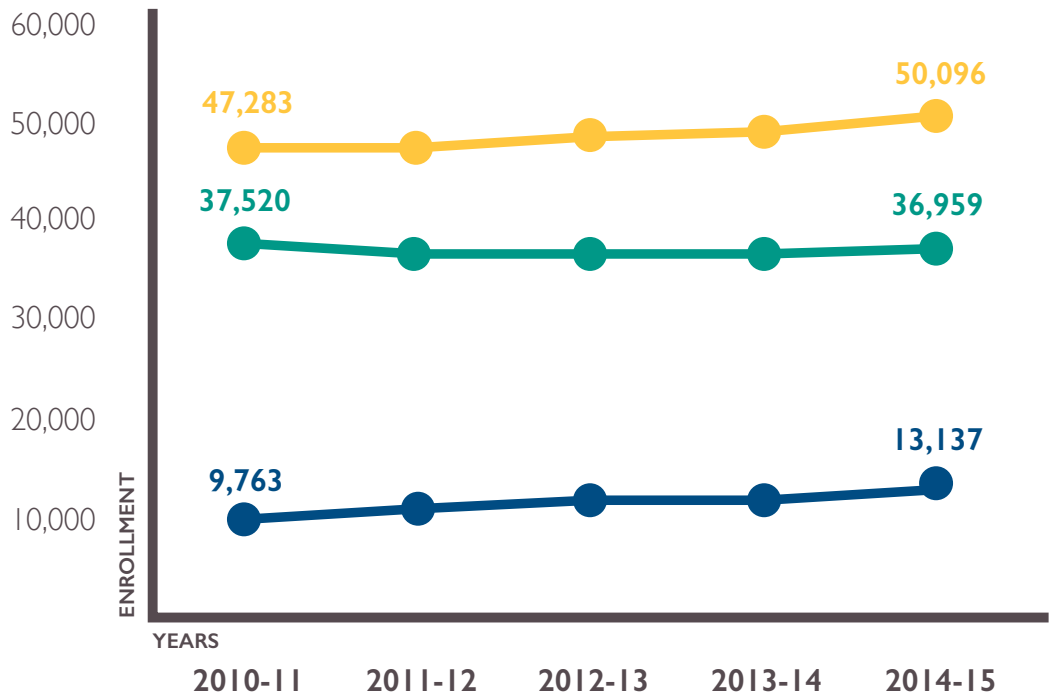
# DEMOGRAPHICS

## Who attends public schools in Oakland?

The increase in public school enrollment has resulted from an increase in enrollment in charter schools.



The INCREASE in public school ENROLLMENT has resulted from an increase in enrollment in charter schools.



- all public
- district-run
- charter

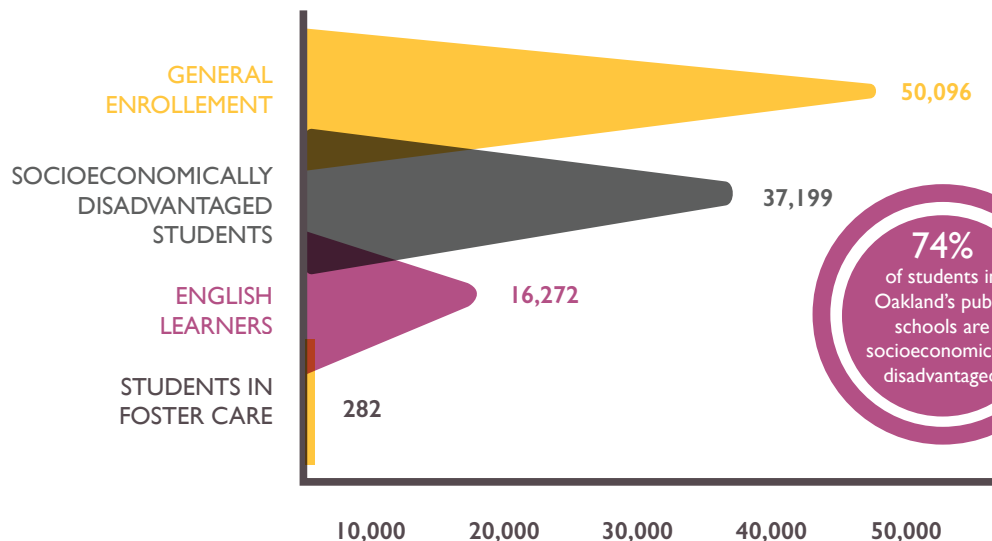
### why it matters

ALL-PUBLIC

What student populations are we terming “vulnerable populations” throughout the report?

Low-income students, English learners, and students in foster care often experience disparities in outcomes.

For this reason, they are the target of funding through the Local Control Funding Formula, a new system where schools’ funding from the State depends on the size of these populations.



74% of students in Oakland’s public schools are socioeconomically disadvantaged.

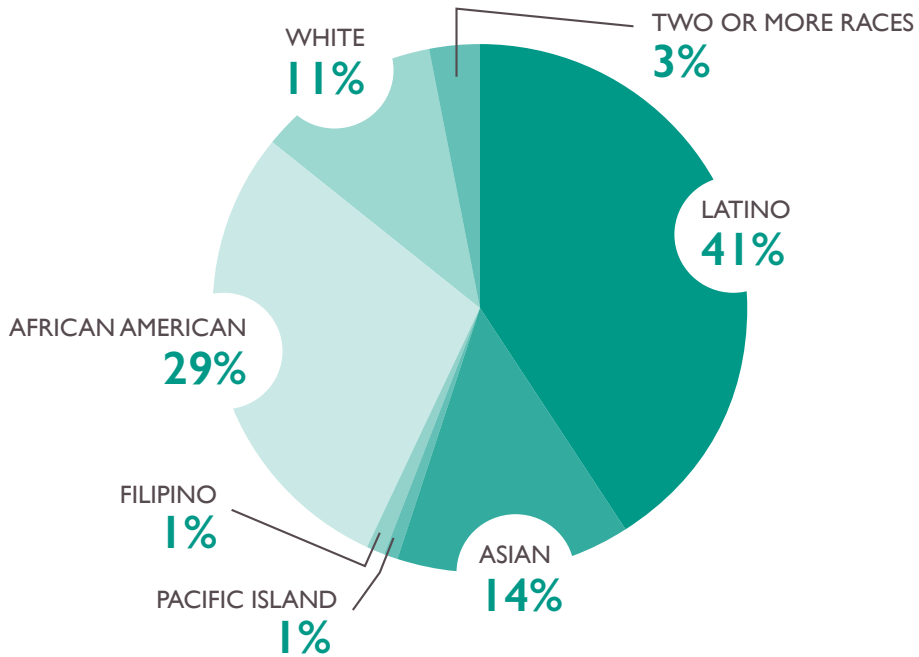
The above measure of socioeconomic disadvantage (used by the California Department of Education) factors in eligibility for the Free and Reduced Price Lunch (FRPL) program, which provides meals to low-income students during the school day, and educational attainment of caregivers. The count of students in foster care includes those reported to the school district by the Child Welfare Department together with data reported by the California Department of Education.



# DEMOGRAPHICS

**90%**

About 90% of students in district-run schools are of color. A larger proportion of African American students attend district-run schools than charters.

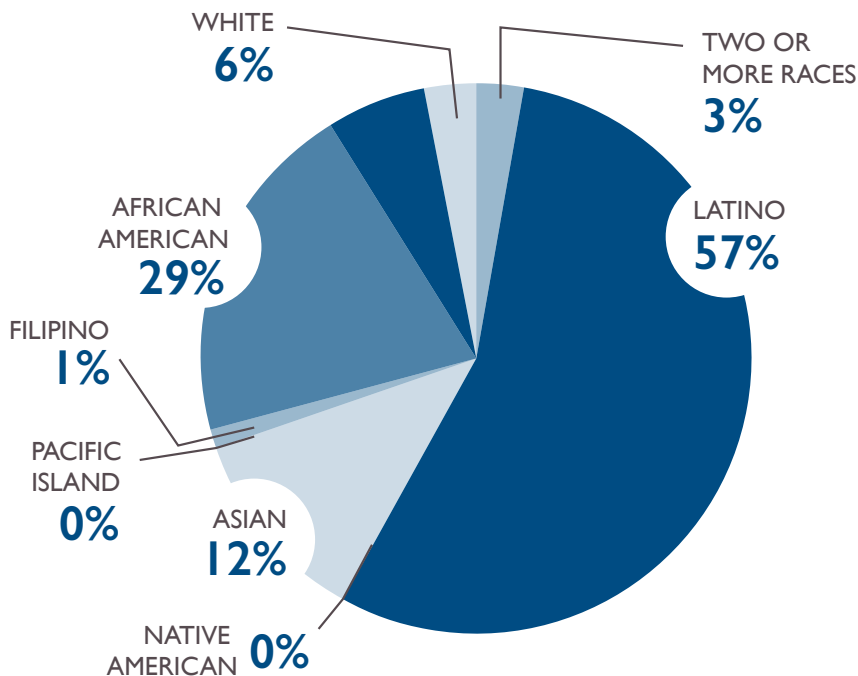


## why it matters

Given that charters serve one in five students in public education in Oakland, it is important to begin understanding the student populations and outcomes of both district-run and charter schools. This information increases accountability and allows us to learn from what is going well.

**95%**

95% of charter students are of color. Charters have a large Latino population.

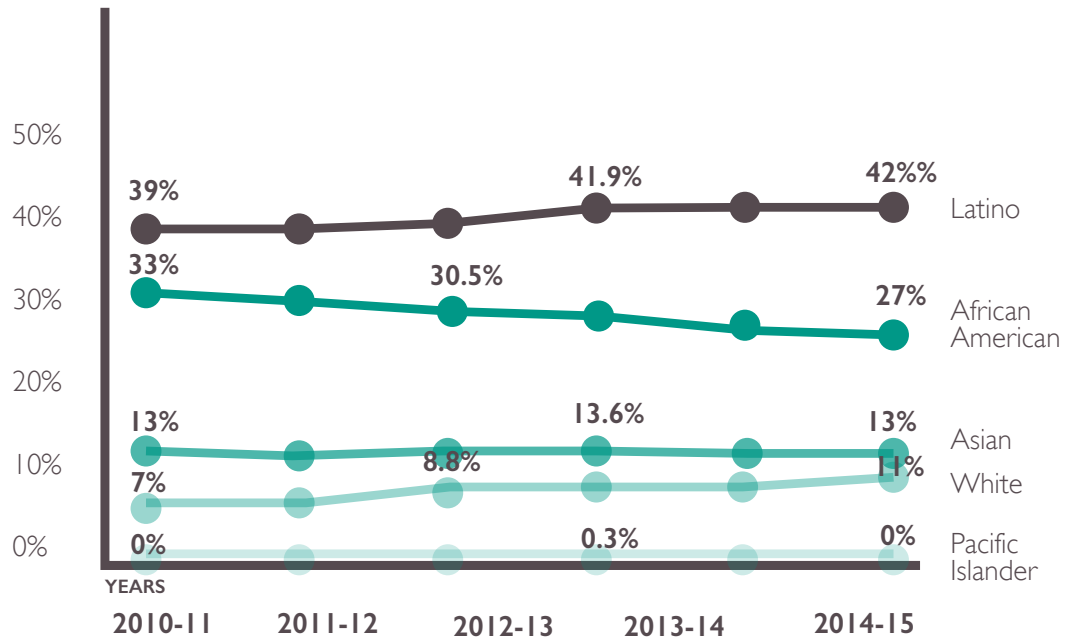


# DEMOGRAPHICS

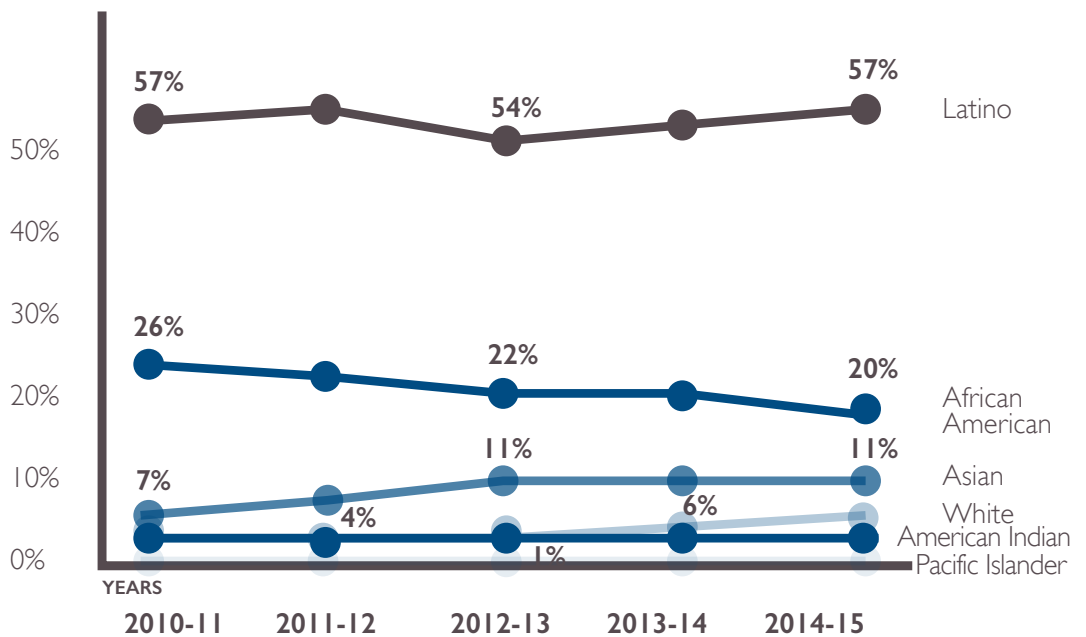


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The proportion of Latino and White students in OUSD has increased, while the African American population continues to decline.



The Latino population size in charters has been steady. The African American population is declining.



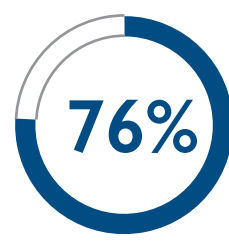
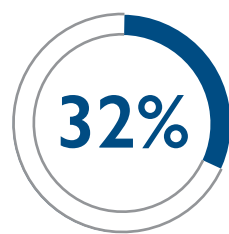


# DEMOGRAPHICS

Charter and district-run schools had roughly the same proportion of English learner and low-income students



**ENGLISH LEARNER**



**LOW-INCOME**



# PRE-KINDERGARTEN OUTCOMES

## READINESS FOR SCHOOL

How are the district-run preschools for low-income students preparing the students for kindergarten?

## DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

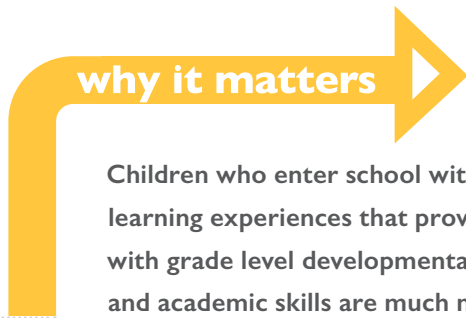
### HOW IS SCHOOL READINESS MEASURED THIS YEAR?

This year, we report on the results of the Desired Results Developmental Profile of preschoolers who attended preschool in district-run schools.

These students all come from low-income households and represent of their cohort who will start kindergarten or transitional kindergarten in the next year.

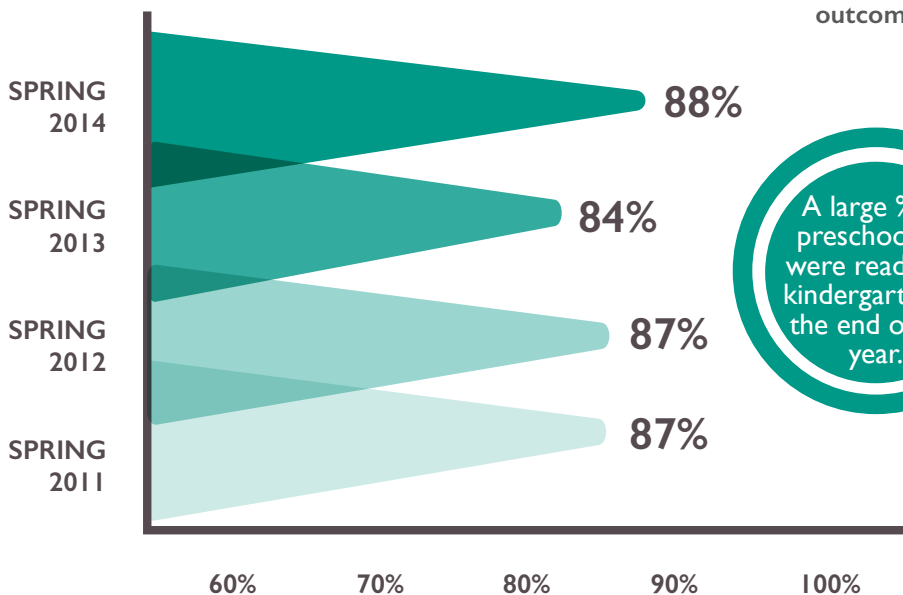
### THE DOMAINS ASSESSED ARE:

- Self and Social Development
- Language and Literacy Development
- Cognitive Development
- Mathematical Development
- Physical Development
- Health



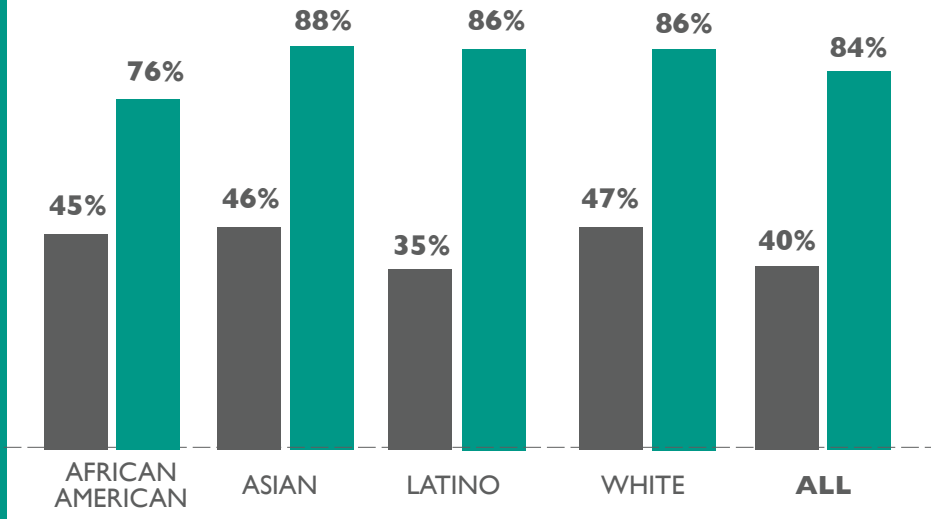
### why it matters

Children who enter school with early learning experiences that provide them with grade level developmental, social, and academic skills are much more likely have successful academic outcomes than less prepared children.



**2x**

Students were twice as likely to be ready for kindergarten at the end of their preschool year.

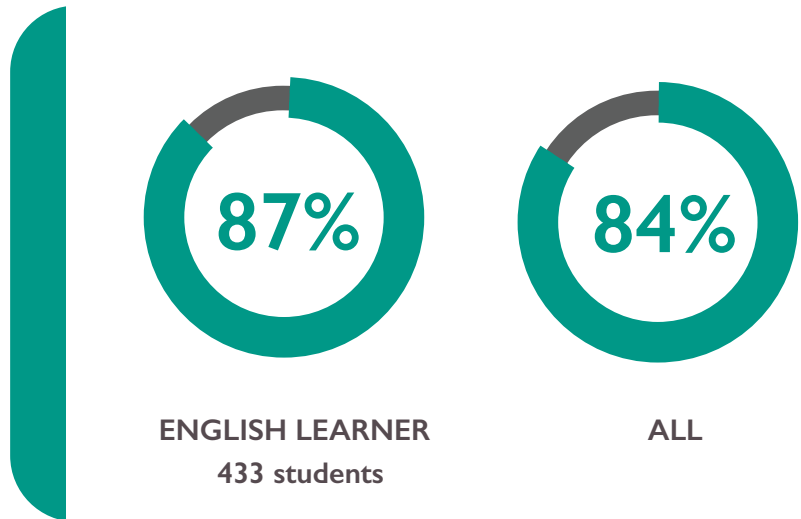


Figures 8 and 10 represent end of year developmental scores of preschoolers scheduled to begin kindergarten (K) or transitional kindergarten (TK) in the next fall. For overall scores, this data is from Spring 2014, but data was only available by vulnerable populations for Spring 2013.

Figure 9 represents the change over one year of preschool for students scheduled to begin K or TK in Fall of 2013.

The assessment of readiness would be expected to show improvement, both because of natural developmental changes in the students and because of their preschool experience.

### Percentage of Vulnerable Populations Assessed as Ready for Kindergarten on the DRDP, Spring 2012-13.



English learners had higher than average rates of readiness at the end of the preschool year

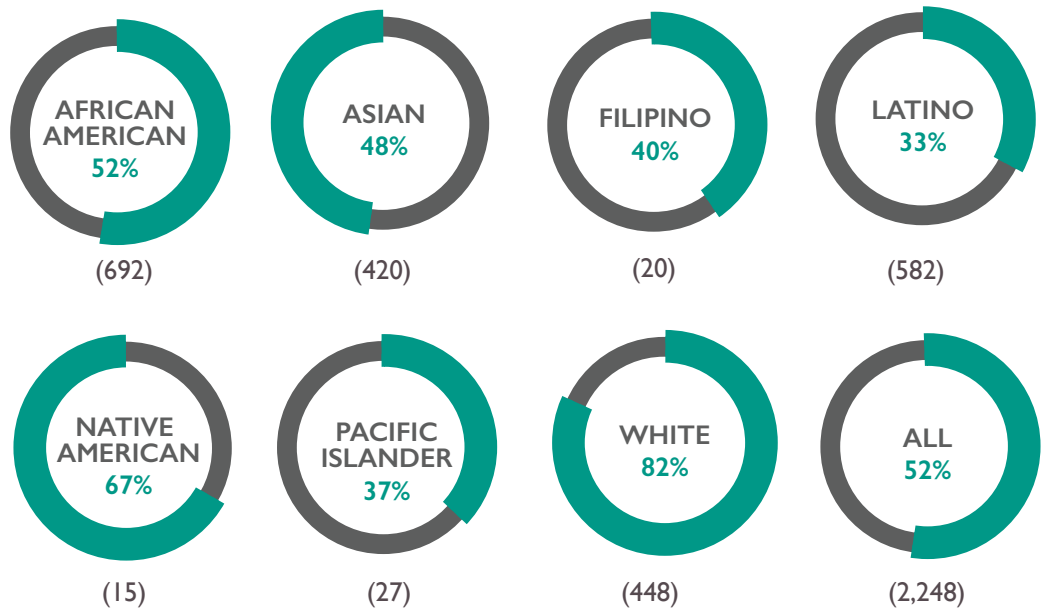
# EARLY LITERACY



Less than half of students of color entered school with an early literacy skill that is closely associated with later literacy.

## How many students are entering school with needed early literacy skills?

DIBELS Assessment of Early Literacy Skills upon Entry to Kindergarten



### DISTRICT-RUN

FIGURE ABOVE: Percentage of Students Testing At or Above Benchmark on DIBELS Assessment of an Early Literacy Skill (First-Sound Fluency) by Ethnicity, 2013-14.

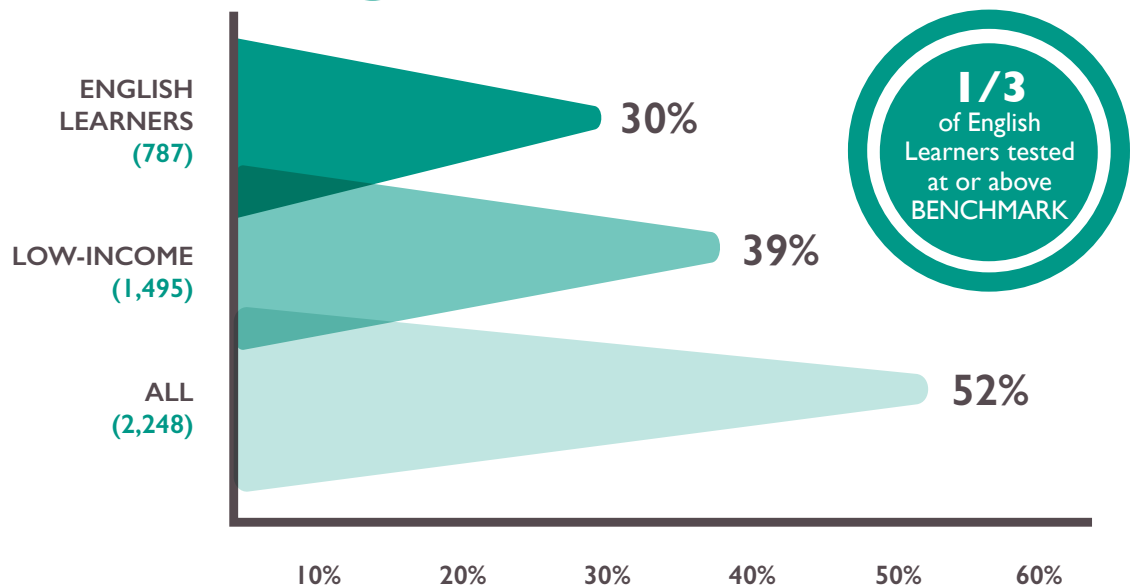


FIGURE TO RIGHT: Percent of Students Testing At or Above Benchmark on DIBELS Assessment of an Early Literacy Skill (First-Sound Fluency) by Vulnerable Populations, 2013-14.

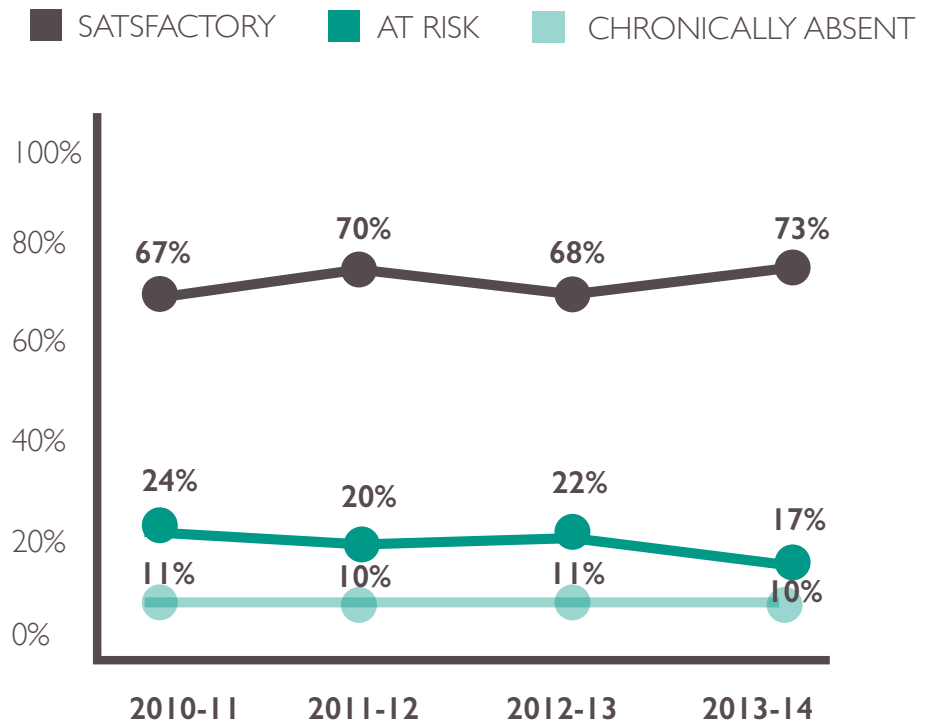


# ELEMENTARY SCHOOL OUTCOMES



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

FIGURE TO RIGHT: Chronic Absence Rates in Grades K-5 by Ethnicity, 2013-14.



## ELEMENTARY SCHOOL ATTENDANCE HOW MANY ELEMENTARY STUDENTS ARE MISSING SCHOOL?

### ATTENDANCE PATTERNS THAT PREDICT SCHOOL ACHIEVEMENT: 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.

### HOW DID WE DEFINE “LOW-INCOME”?

“Low-income” status of students is measured here by eligibility for the *Free and Reduced Price Lunch (FRPL)* program, which provides nutritionally balanced, low-cost or free lunches to children from low-income households each school day. According to the *California Department of Education*, to qualify for free meals, a family of four would need to have an income of less than \$29,965. Qualification for reduced meals requires an income of less than \$42,643 for a family of four.

### OUSD’S ATTENDANCE GOALS:

The district doubled its attendance goal of decreasing chronic absence by .5 percentage points per year.

### 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.

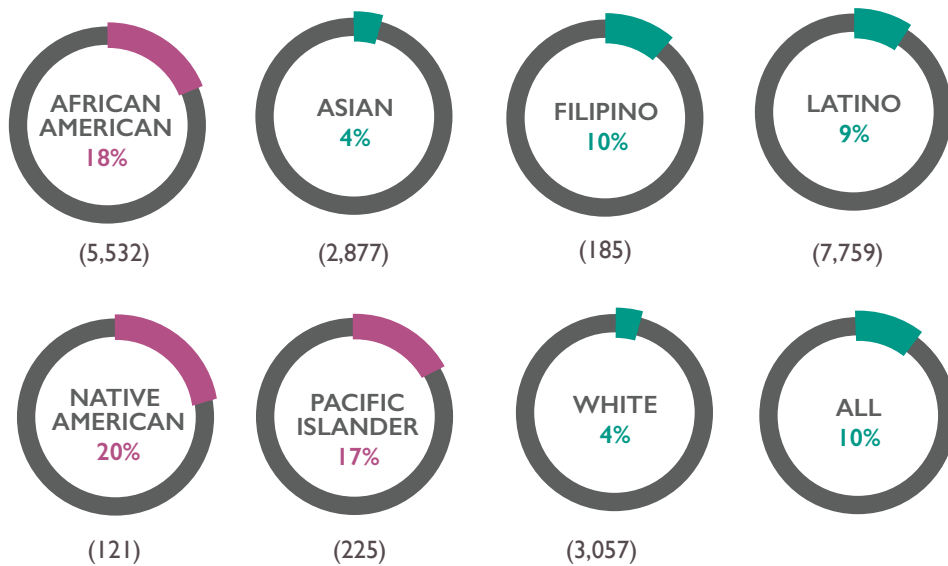


# CHRONIC ABSENCE

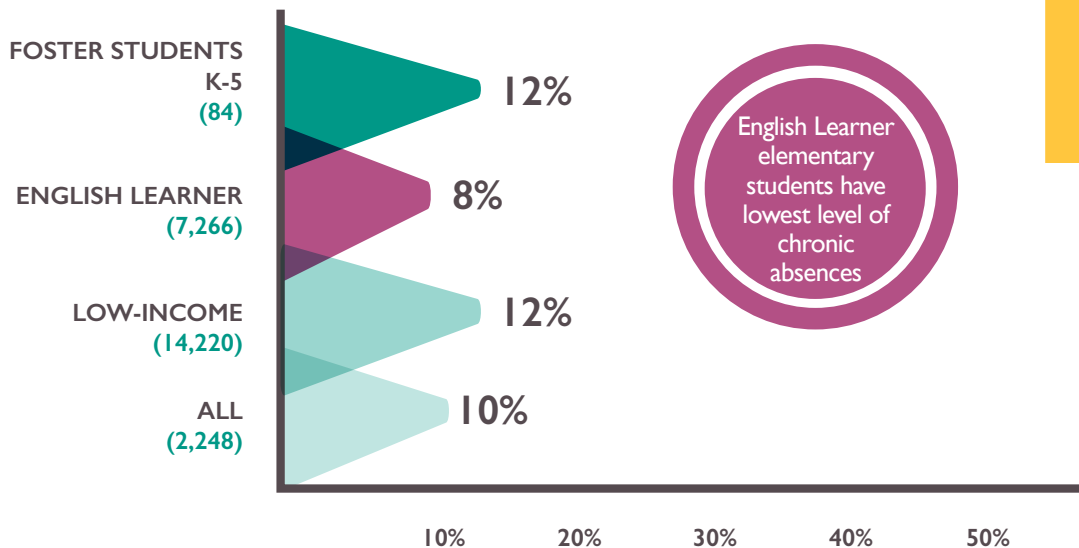


Chronic absence is high amongst African American, Native American, and Pacific Islander elementary students.

**FIGURE BELOW:**  
Chronic Absence Rates in K-5 by Vulnerable Populations, 2013-14.



DISTRICT-RUN



English Learner elementary students have lowest level of chronic absences

## why it matters

Chronic absence in the early grades is a strong predictor for later academic success. In one study, children who were chronically absent in kindergarten and first grade were four times less likely to read at grade level in third.

# ELEMENTARY LEVEL READING

*Are elementary students reading at grade level?*

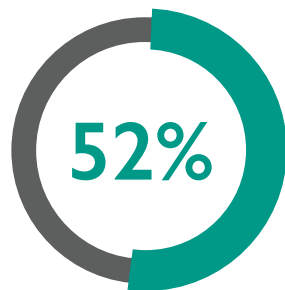
## SCHOLASTIC READING INVENTORY (SRI) – GRADES 2 TO 5

### WHAT IS THE SCHOLASTIC READING INVENTORY (SRI)?

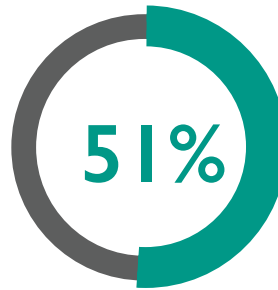
- The SRI test indicates a child's reading level, allowing teachers and families to match reading level to books that the child can read independently.
- The SRI can be used as an early screening tool to identify students who need extra academic support in reading.
- In OUSD, the test is now administered electronically at the beginning and end of the year to second through twelfth graders. The data reported on here is an end of year measure.



**FIGURE 17:**  
Percentage of  
Students in Grades  
2-5 Reading at Grade  
Level at the End of the  
Year (Out of Students  
Tested), 2012-13 to  
2013-14



2012-13

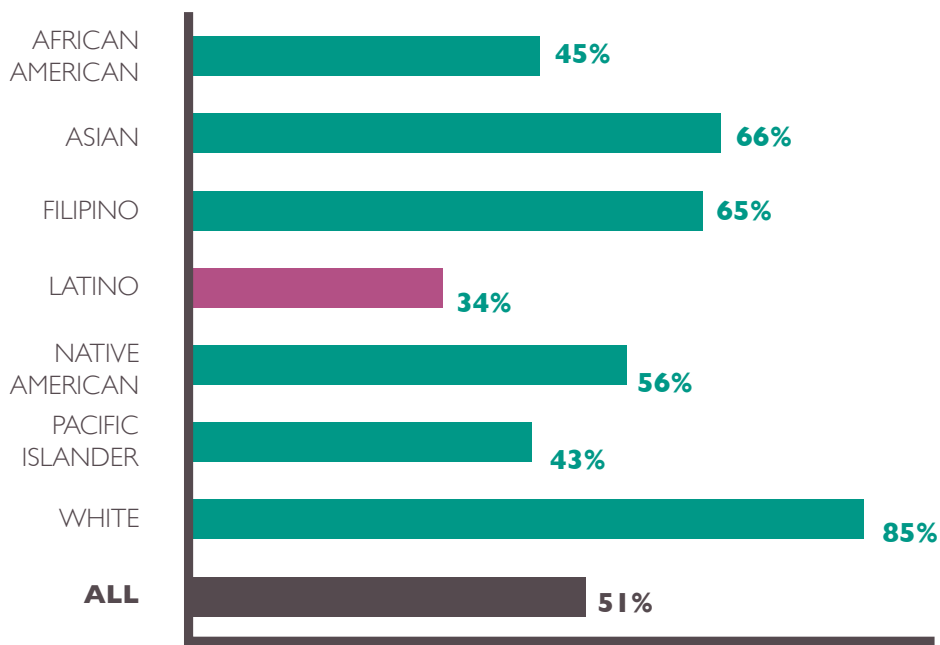


2013-14

About half of elementary students were reading at grade level at the end of both the 2012-13 and 2013-14 school years.

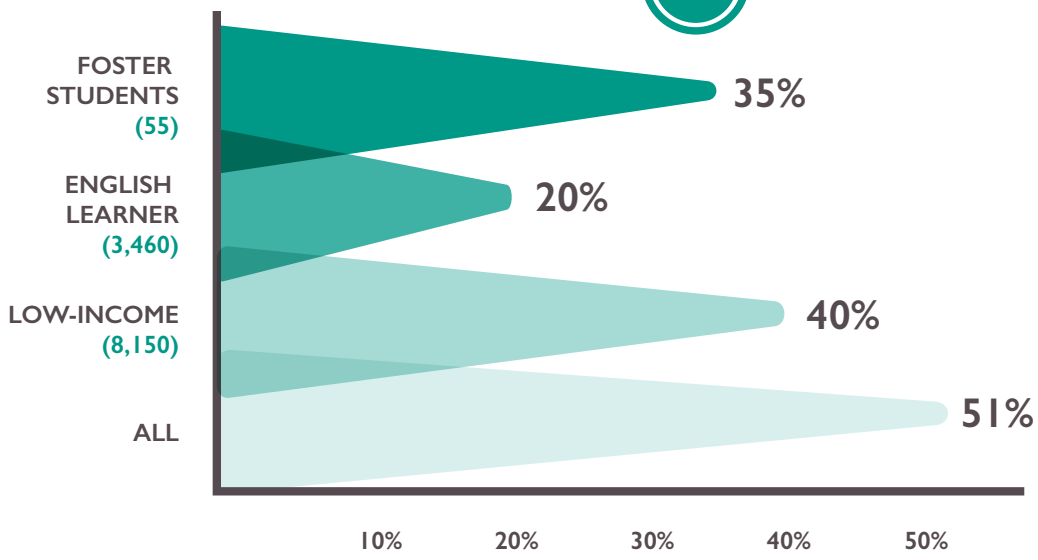
# READING AT GRADE LEVEL

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 TO LEFT:** 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.

**FIGURE BELOW:** Percentage of Students in Grades 2-5 Reading at Grade Level by the End of the Year (Out of Students Tested) by Vulnerable Populations, OUSD Data 2013-14.



Vulnerable populations in 2nd-5th grades were less likely to read at grade level by the end of the year than other students.



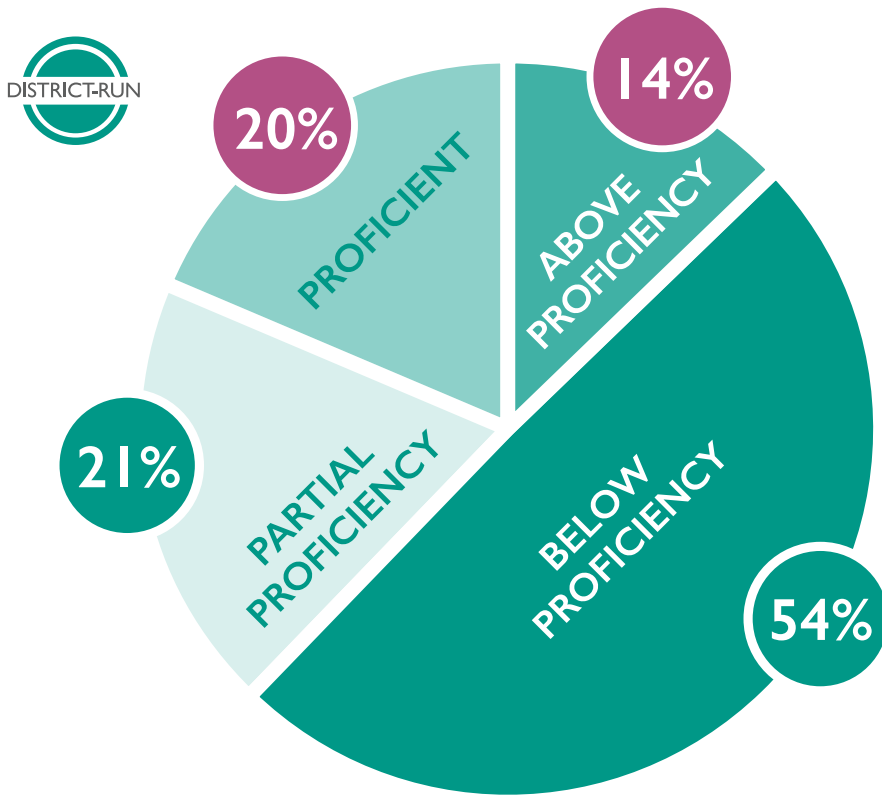
# MIDDLE SCHOOL OUTCOMES

## MIDDLE SCHOOL MATH PERFORMANCE

*How are middle school students' math skills?*

### HOW DID WE MEASURE MATH PROFICIENCY?

In 2013-14, the Common Core Standards adopted by California and nationally.



**1/3**  
of 7th and 8th graders tested proficient or above in math.

FIGURE TO LEFT: Percentage of Students at Each Proficiency Level on Common Core Math Assessment, 2013-14

### 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.vii

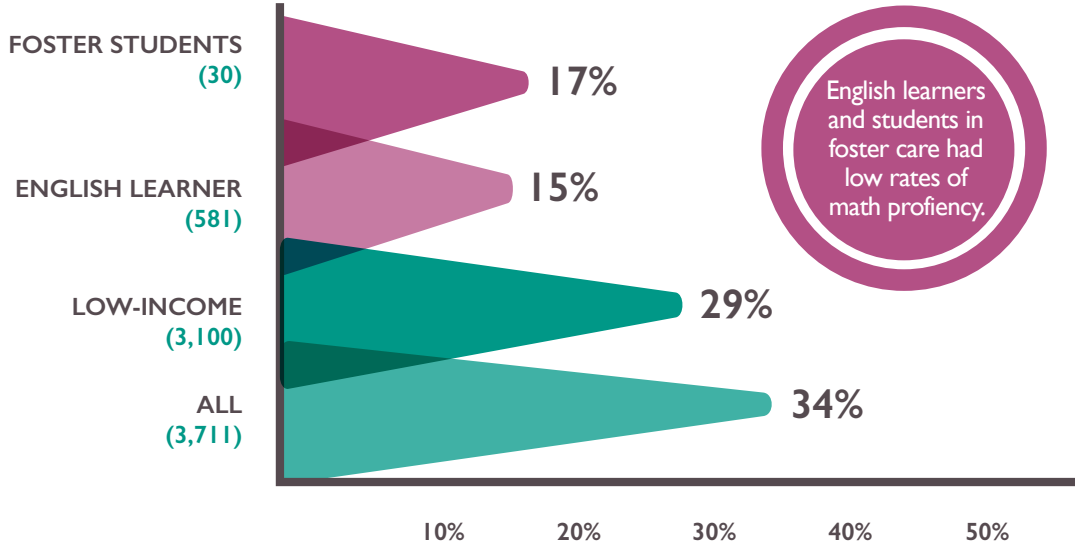
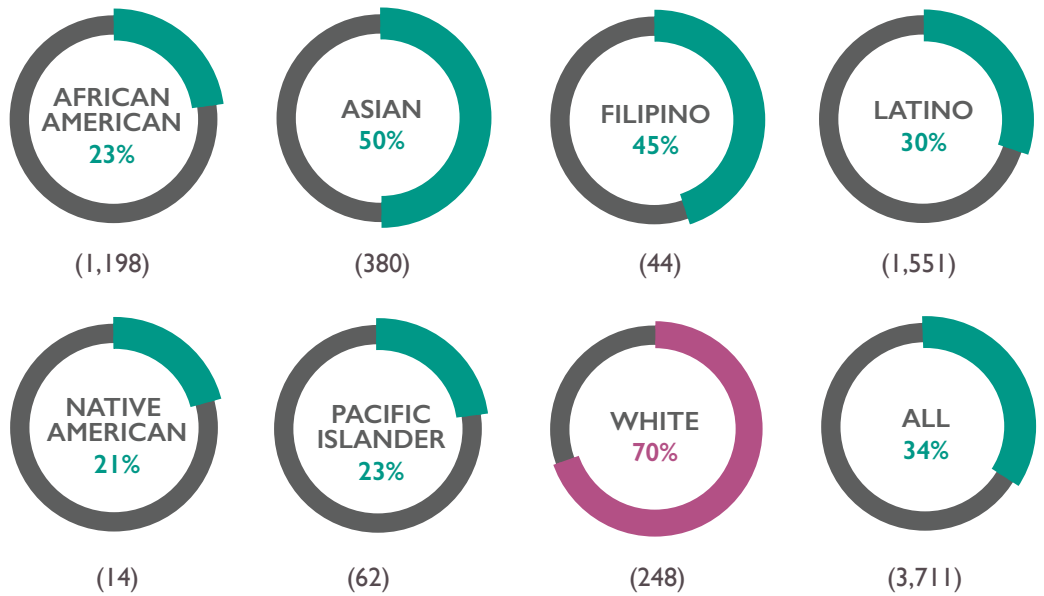


# MATH: COMMON CORE



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

**FIGURE TO RIGHT:**  
Percentage Proficient or Advanced on the Common Core Math Assessment by Ethnicity, 2013-14



English learners and students in foster care had low rates of math proficiency.

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

# SUSPENSIONS

Who is getting suspended from school?

## HOW DID WE MEASURE SUSPENSIONS?

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

We were not able to create comparable unduplicated rates on all public school students because suspension data is reported in CDE data as total number of suspensions rather number of students suspended.

Suspension rates in district-run schools have continued to decline since the 2010-11 school year.

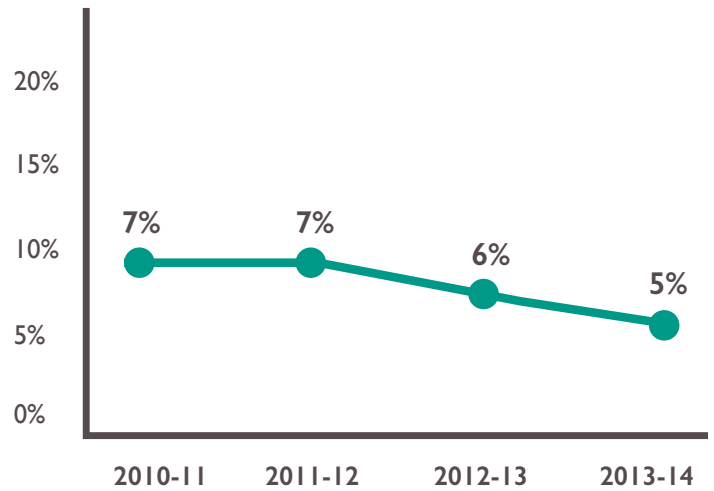


FIGURE ABOVE: Percent of Students Suspended Once or More, 2010-11 to 2013-14

## SUSPENSIONS IN 2013-14

- district-run schools issued a total of xxxx suspensions (xx per student)
- charter schools issued xxxx suspensions (xx per student).

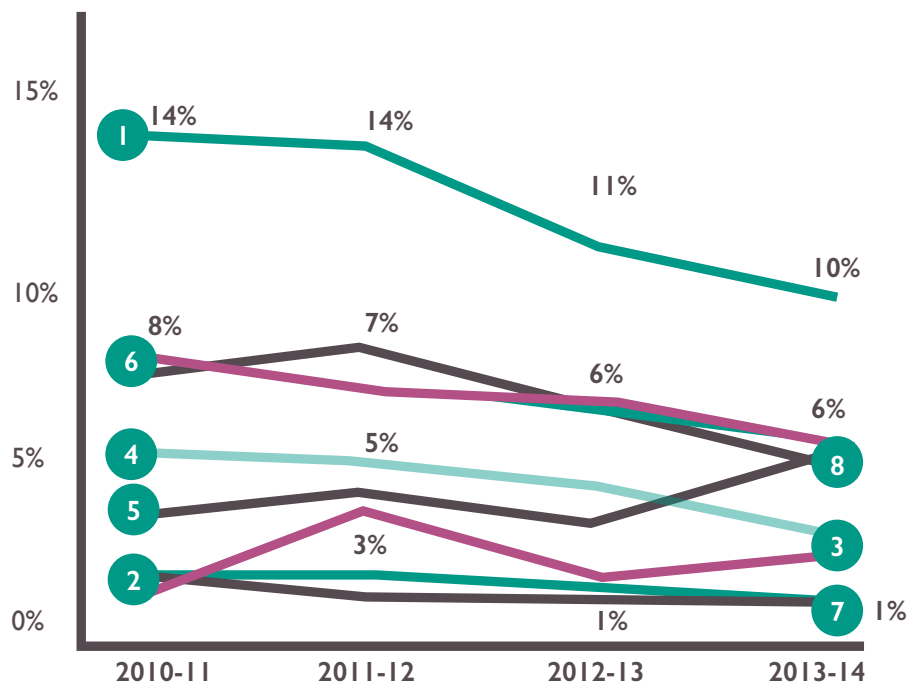
### why it matters

Being suspended even one time is associated with later academic challenges.

### DISTRICT-RUN



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



1. AFRICAN AMERICAN
2. ASIAN
3. FILIPINO
4. LATINO
5. NATIVE AMERICAN
6. PACIFIC ISLANDER
7. WHITE
8. ALL

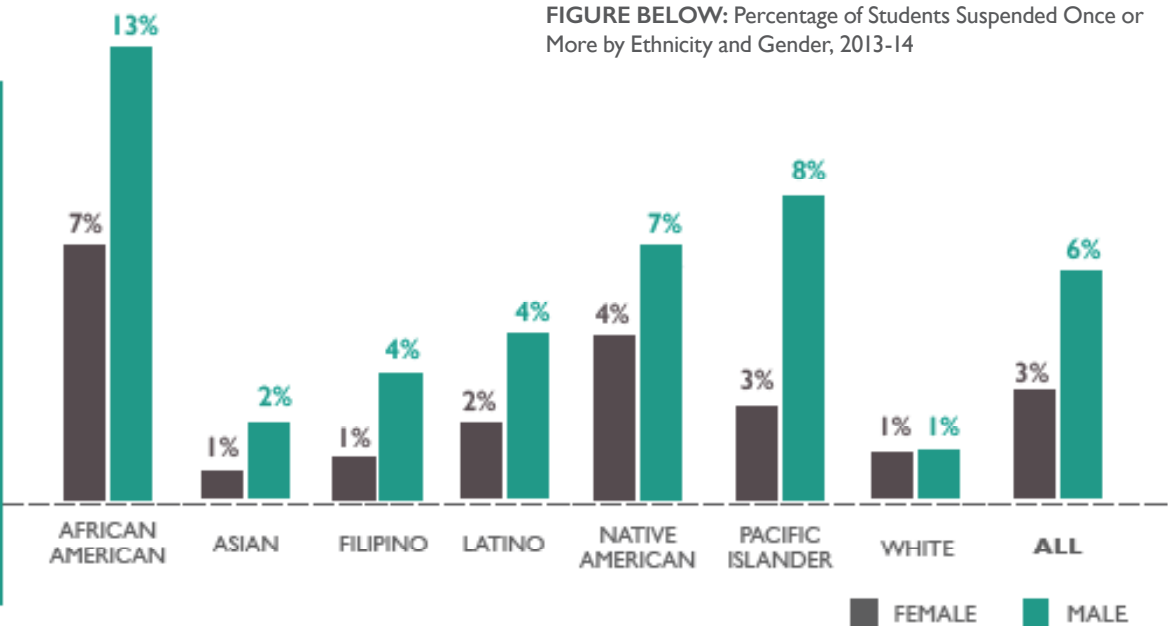
FIGURE ABOVE: Percentage of Students Suspended Once or More by Race/Ethnicity, 2013-14



# STUDENTS SUSPENDED

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

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



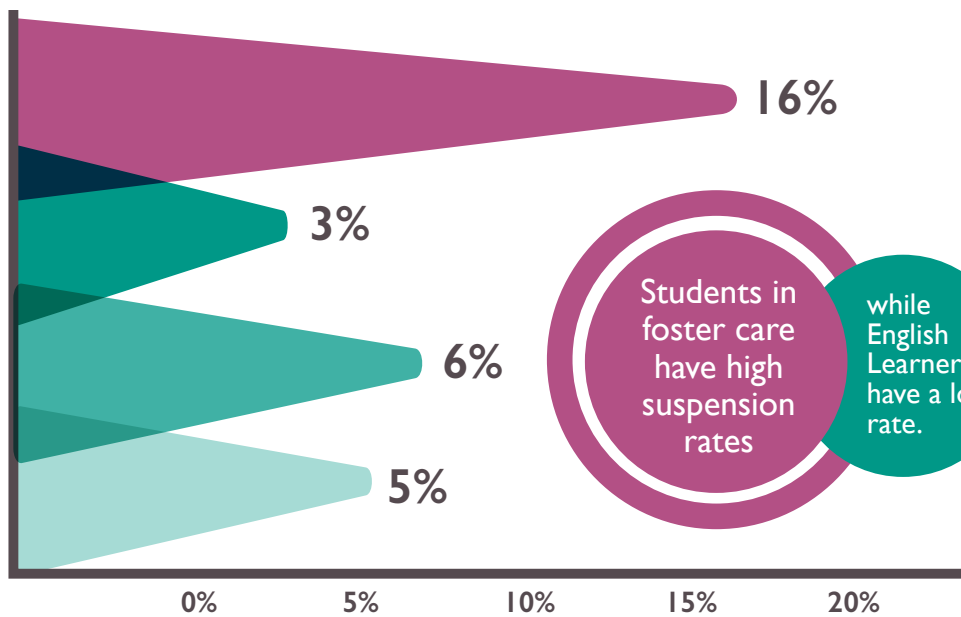
DISTRICT-RUN

FOSTER STUDENTS  
(261)

ENGLISH LEARNER  
(10,981)

LOW-INCOME  
(26,550)

ALL



Students in foster care have high suspension rates while English Learners have a low rate.

FIGURE TO RIGHT: Percentage of Students Suspended Once or More by Vulnerable Populations, 2013-14





# HIGH SCHOOL OUTCOMES

## HIGH SCHOOL EXIT EXAM (CAHSEE)

*Are students passing the California high school exit exam in 10th Grade?*

### WHAT IS THE CAHSEE?

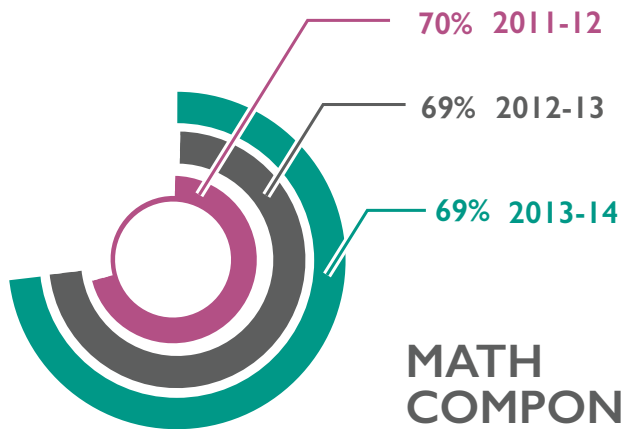
In California, all high school students must pass the California High School Exit Exam (CAHSEE) test to earn a high school diploma. Students take the CAHSEE in 10th grade and may retake it if not passed.

The test is based on standards below the 10th grade level, so not passing in 10th grade signals that students are not on target for graduation.

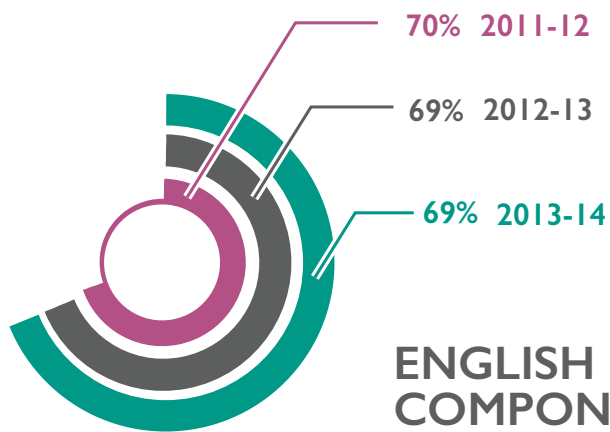
10th graders have become more likely to pass the math component of CAHSEE in 10th grade, and slightly less to pass the English component.



DISTRICT-RUN



**MATH COMPONENT**



**ENGLISH COMPONENT**

# EXIT EXAM

10th grade students of color in charters were more likely to pass the English component of the exit exam than those in district-run schools, while White students in district-run schools were more likely to pass English

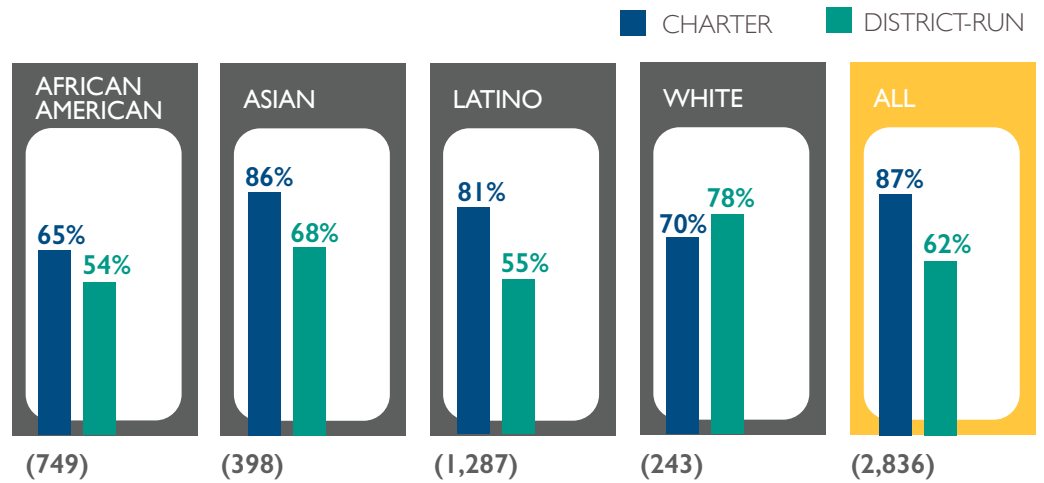


FIGURE ABOVE: Percentage of 10th Graders Passing English and Language Arts Component of High School Exit Exam by 10th Grade by Ethnicity and School Type, 2013-14

ALL-PUBLIC

Latino students in charters were much more likely to pass the MATH portion of the exit exam in 10th grade than those in district-run schools. White students were more likely to pass MATH if they attended district-run schools.

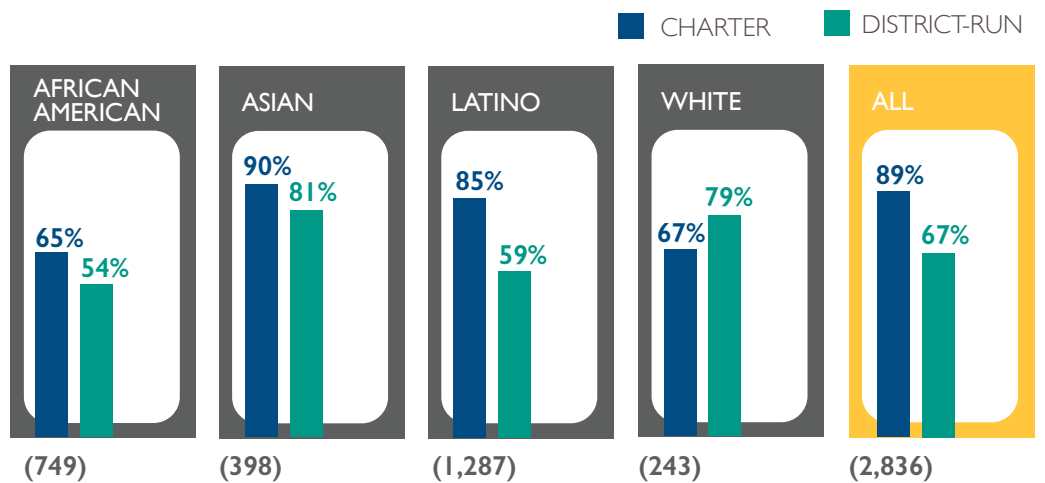


FIGURE ABOVE: Percent of 10th Graders Passing the Math Component of the High School Exit Exam by 10th Grade by Ethnicity and School Type, 2013-14

## EXIT

English learners in charters were much more likely to pass the high school exit exam in 10th grade than those in district-run schools.

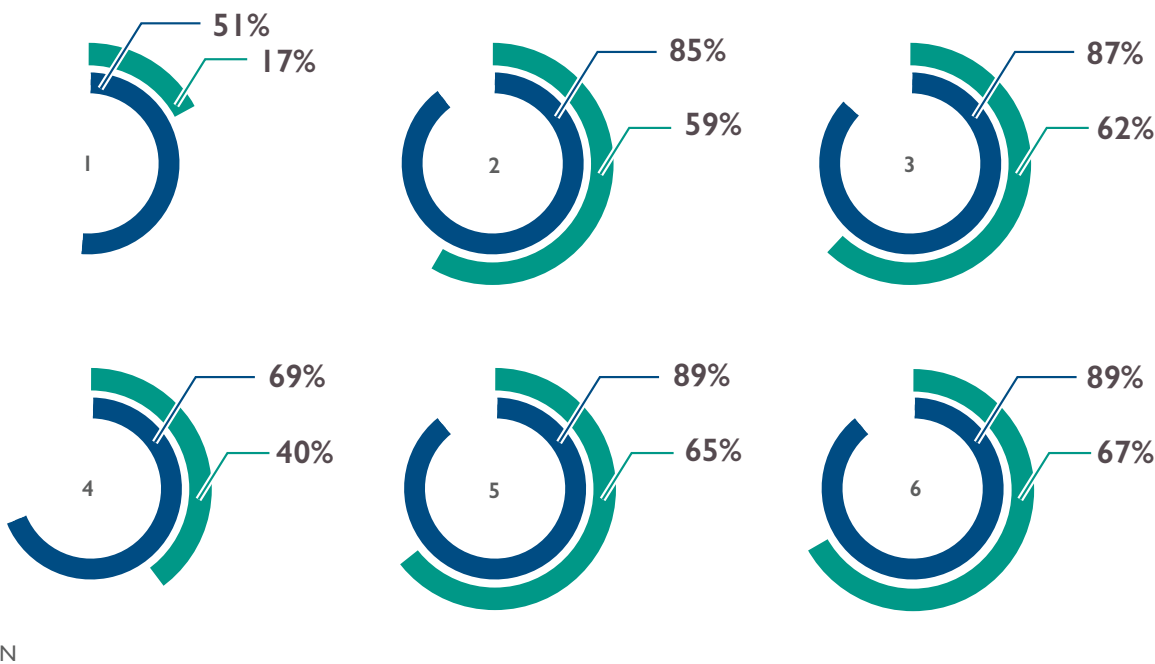


FIGURE TO LEFT: Percentage of 10th Graders Passing English Language Arts and Math Components of the High School Exit Exam by 10th Grade by Vulnerable Populations and School Type, 2013-14

# A-G REQUIREMENTS (UNIVERSITY ELIGIBILITY)

Who is fulfilling requirements necessary for eligibility to the University of California and California State University admission?



The rate of completion of course requirements that make students eligible for state university has declined slightly.

## 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 where students are meeting high academic standards.

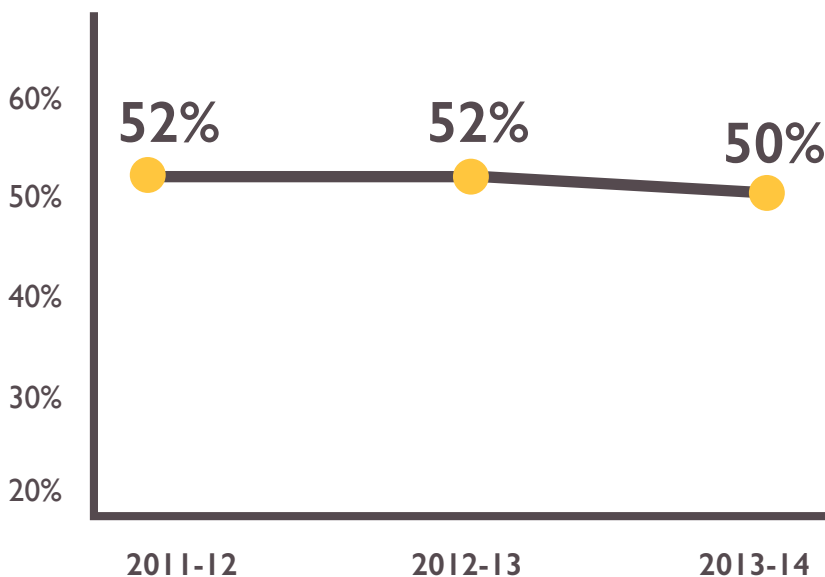


FIGURE HERE: Percent of Graduates Successfully Completing Course Requirements for State Universities with a C or better, 2013-14

## 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 coursework known as the A-G requirements.

## THIS COURSEWORK HAS A BROAD CURRICULUM WITH COLLEGE PREPARATORY CONTENT, INCLUDING:

- 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

# COURSE REQUIREMENTS



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Students of color in charter schools were much more likely to complete courses making them eligible for state universities than district-run.

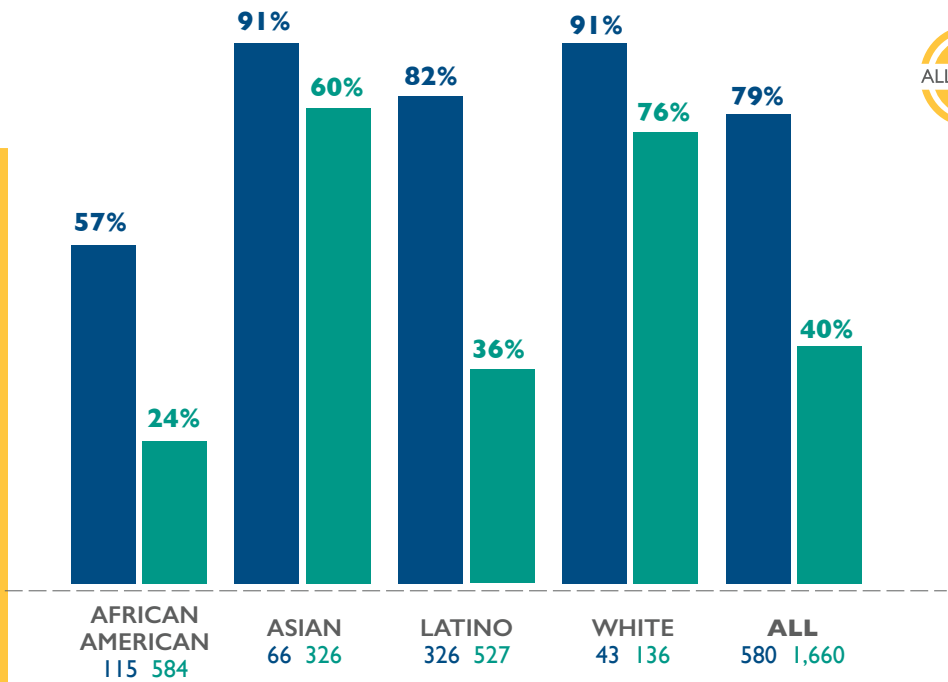


FIGURE ABOVE: Percent of Graduates Completing Course Requirements for State Universities with a C or better by Ethnicity and School Type, 2013-14



English learners were less likely than average to complete coursework making them eligible for state university.

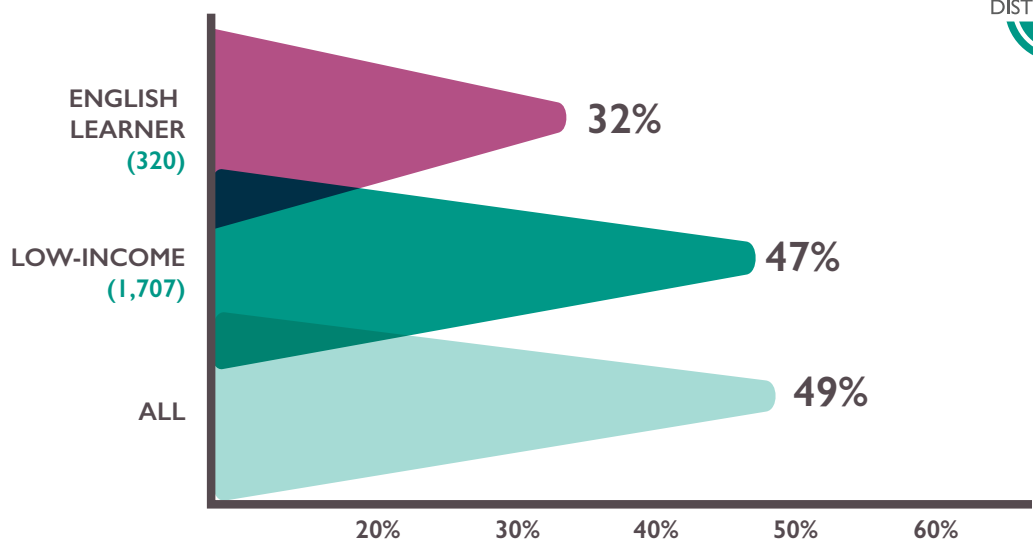


FIGURE ABOVE: Percent of Graduates Completing Course Requirements for State Universities with a C or better by Vulnerable Populations, 2013-14

# GRADUATION

Are Oakland's students graduating on time?

## GRADUATION RATE OVER TIME

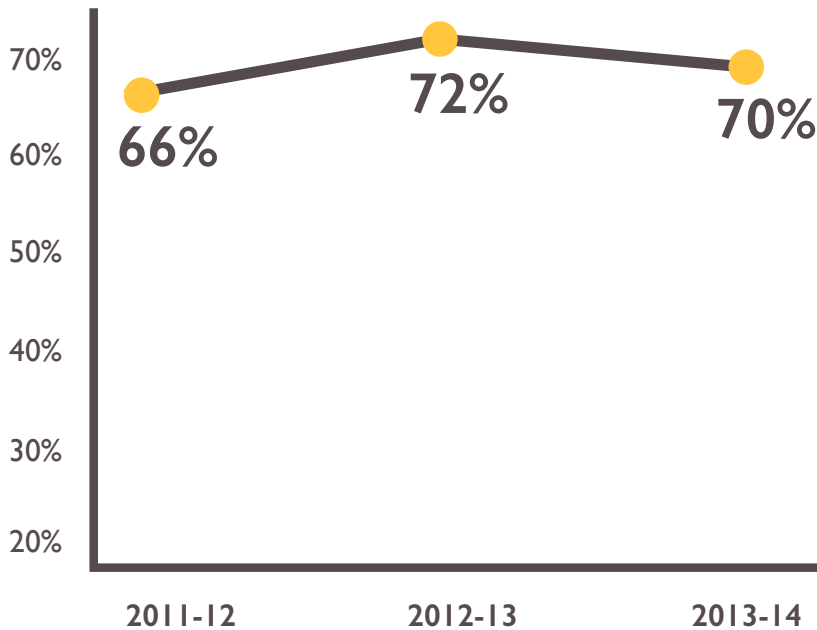


FIGURE TO LEFT: Cohort Graduation Rates, 2011-12 to 2013-14



## COHORT GRADUATION RATES

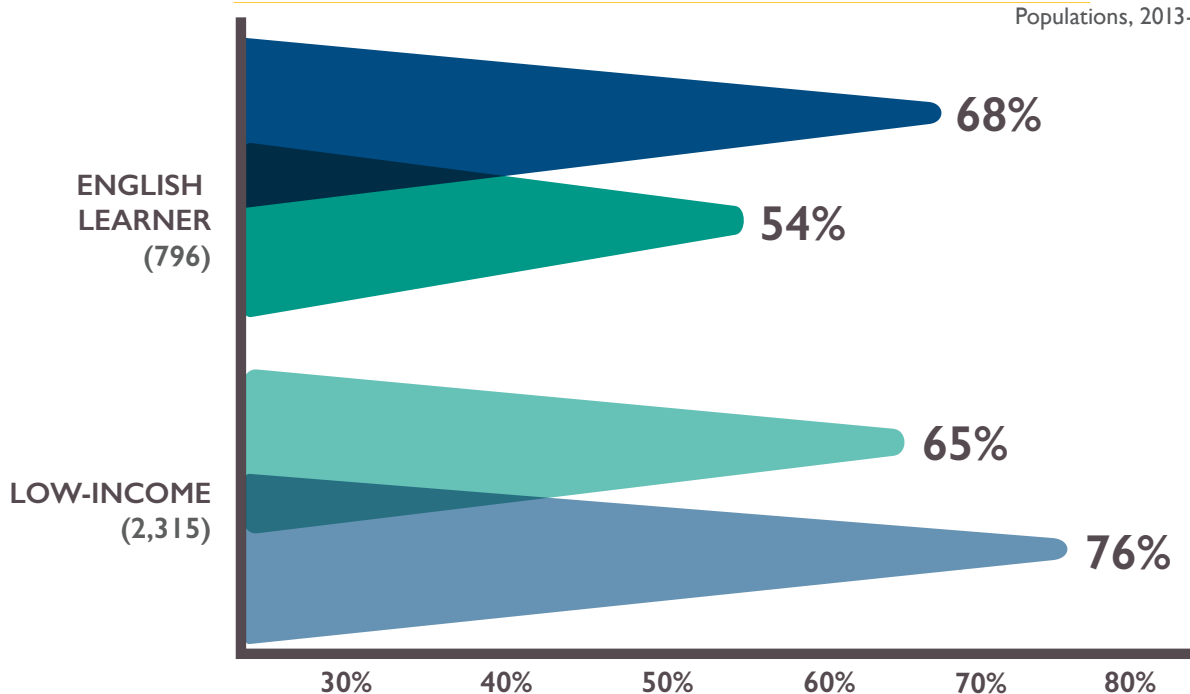


FIGURE TO LEFT: Cohort Graduation Rates by Vulnerable Populations, 2013-14

# COLLEGE OUTCOMES

Are Oakland's students applying for college financial aid?

## FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) SUBMISSION RATES

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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 that wants financial aid for college needs to complete and submit a FAFSA. Data were available from the U.S. Department of Education Federal Student Aid Office (<https://studentaid.ed.gov>) Reported here is an estimate based on the population size of the twelfth grade class.

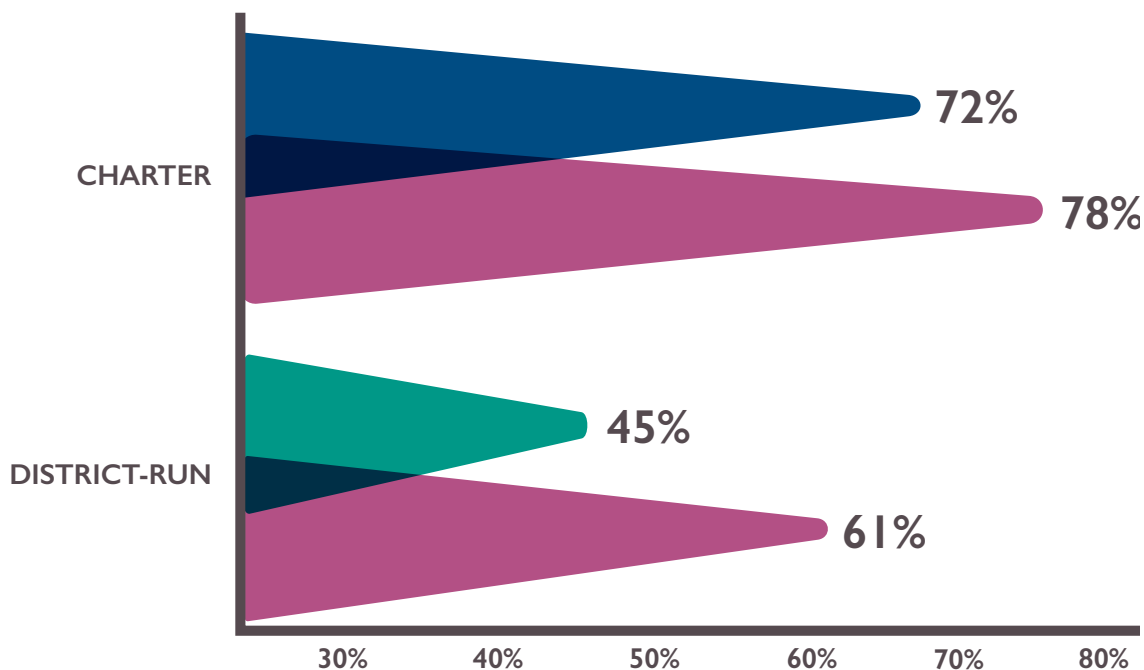
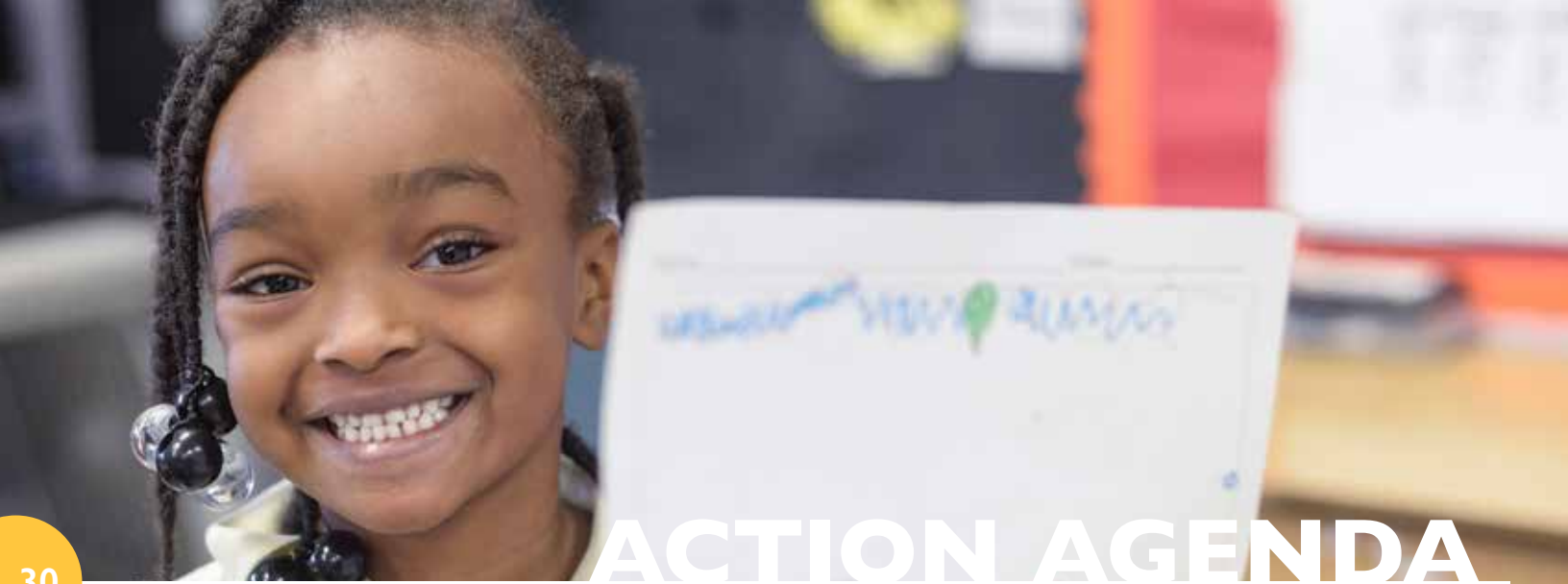


FIGURE ABOVE: Estimate of FAFSA Submission Rate (Submissions Per School/Twelfth GradePopulation) Compared to Cohort Graduation Rate, Spring 2015



# ACTION AGENDA

## 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.

1. Target efforts to reduce chronic absence toward groups still experiencing high rates: kindergarteners, African Americans, Native Americans, and Pacific Islanders.
2. Target resources to student groups struggling in English and Math and continue to carefully track disparities: African Americans, Latinos, Pacific Islanders, and English learners.
3. Keep watching to make sure suspensions are going down, especially for African American boys, and disparities in discipline are decreasing.
4. Target new Measure N and philanthropic resources for high schools towards students at most risk.
5. Conduct a comprehensive analysis of Oakland's charter schools' outcomes to determine where the systems are serving different students, with different needs and challenges, and where there are best practices to be learned from.
6. Advocate for better data across the spectrum from cradle to career for all public schools.