

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Oakland Unified School District

The Broad Prize for Urban Education uses student achievement data across several elements to identify urban school systems that are attaining high levels of performance as well as improving over time. Six elements are considered when determining the winner and finalists for the annual \$2 million Broad Prize:

1. Progress in closing achievement gaps between subgroups.
2. Absolute proficiency rates and growth in proficiency rates vs. the state.
3. Residuals that indicate whether a district is outperforming expectations given its poverty rate.
4. Graduation rates.
5. Performance on college readiness tests.
6. Adequate Yearly Progress (AYP).

The information that follows represents a summary of The 2009 Broad Prize data for Oakland Unified School District in Oakland, California. Additional details on the data described below may be found in the 2009 district data report available at www.broadprize.org.

A special note regarding California student achievement data: Separate categories for the proficient and advanced categories are not reported for the California High School Exit Exam. Therefore, some analyses could not be completed.

KEY STRENGTHS AND WEAKNESSES

- Between 2003 and 2006, average graduation rates for African-American students experienced an average annual increase.
- From 2005 to 2008, the district increased participation rates on the Advanced Placement exams for all available subgroups.
- In 2008, of 40 possible opportunities to demonstrate higher proficiency rates than the state in reading and math, the district did so in only 4 instances (10%). Only white students at the elementary and middle school levels in the district are demonstrating higher proficiency rates than the state.
- Between 2005 and 2008, the district only narrowed 28% of its achievement gaps in reading and math.
- In 2008, 57% of the district's internal achievement gaps in reading and math were among the largest in the state.
- In 2008, the district showed lower-than-expected performance compared to other districts in California that serve students with similar family income levels in reading and math at all school levels. Between 2005 and 2008, the district also showed lower-than-expected improvement compared to other similar districts in California in reading and math at all school levels.

ACHIEVEMENT GAPS

The Broad Prize analysis looks at whether or not a district is closing achievement gaps among income and ethnic groups.

- Of 23 potential gap closures in reading (2005–2008) between African-American and white students, Hispanic and white students, and low-income and non-low-income students at the elementary, middle, and high school levels, 4 gaps are closing (17%). However, 14% of internal reading achievement gaps in 2008 are among the smallest in the state of California (top two deciles) and 57% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 23 potential gap closures in math (2005-2008) between African-American and white students, Hispanic and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 9 gaps are closing (39%). However, 14% of internal math achievement gaps in 2008 are among the smallest in the state of California (top two deciles) while 57% of internal math gaps are among the largest in the state (bottom two deciles).

PROFICIENCY RATES VS. THE STATE

The Broad Prize analysis looks at whether or not a district is demonstrating higher proficiency rates than the rest of the state and whether or not the district is improving proficiency rates faster than the rest of the state.

- Of 20 possible opportunities to *demonstrate higher proficiency rates than the state* in reading, the district does so in 2 instances in 2008 (10%). Only white students at the elementary and middle school levels in the district are demonstrating higher proficiency rates than the state in reading.
- From 2005-2008, of 20 possible opportunities to *improve faster than the state* in reading, the district does so in 4 instances (20%). Only Asian students at the elementary and high school levels, white students at the middle school level, and Hispanic students at the high school level are demonstrating higher improvement rates than the rest of the state.
- Of 20 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in only 2 instances in 2008 (10%). Only white students at the elementary and middle school levels in the district are demonstrating higher proficiency rates than the state in math.
- From 2005-2008, of 20 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 7 instances (35%). The district is primarily improving faster than the state at the high school level (4 of the 7 instances).

The Broad Prize analysis also looks at whether or not a higher percentage of a district's students is performing at the highest achievement level on the state assessment than their peers in the rest of the state and whether or not the district is improving rates at the highest achievement level faster than the rest of the state. This analysis is particularly relevant for states where ceiling effects may be a factor. Separate categories for the proficient and advanced categories are not reported for the California High School Exit Exam.

- Of 14 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in reading, the district does so in only 2 instances in 2008 (14%). Only white students at the elementary and middle school levels in the district are demonstrating higher rates than their peers in the rest of the state in reading.
- From 2005-2008, of 14 possible opportunities to *improve faster than the state at the highest achievement level* in reading, the district does so in only 3 instances (21%). White students at the elementary and middle school levels and Asian students at the elementary school level are the only subgroups improving faster than the state.

- Of 14 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in only 2 instances in 2008 (14%). Only white students at the elementary and middle school levels in the district are demonstrating higher rates than their peers in the rest of the state in math.
- From 2005-2008, of 14 possible opportunities to *improve faster than the state at the highest achievement level* in math, the district does so in 3 instances (21%). White students at the elementary and middle school levels and Asian students at the elementary school level are the only subgroups improving faster than the state.

STANDARDIZED RESIDUALS

The Broad Prize runs regressions for all districts in the state to determine whether or not a district is demonstrating greater-than-expected performance (2008 proficiency levels) and/or greater-than-expected improvement (trend data from 2005 to 2008) given the district's poverty level. A positive residual signifies that the district is beating expectations given its level of poverty.

- In reading, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 0 of 3 improvement residuals are positive (0%).
- In math, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 0 of 3 improvement residuals are positive (0%).

GRADUATION RATES

The Broad Prize uses three national definitions to determine an estimated graduation rate for the district. The calculations used are the Averaged Freshman Graduation Rate, the Urban Institute Method, and the Manhattan Institute Method.

- Using the average for all three graduation rates, the district is demonstrating no change for the period 2003-2006 (the most recent publicly available data) for all students. Similarly, there was no change in the graduation rate for Hispanic students while there was an average annual increase for African-American students (1 percentage point per year) and white students (2 percentage points per year).
- Using the average for all three graduation rates, in 2006 the district graduated an estimated 48% of its students overall, 44% of its African-American students, 40% of its Hispanic students, and 59% of its white students.

COLLEGE READINESS

The Broad Prize analyzes SAT, ACT and Advanced Placement (AP) scores and participation rates as proxies for college readiness.

- In 2008, 44% of the district's seniors took the SAT exam. The mean total SAT score for all senior test-takers in 2008 in the district was 859 (1,153 for white students and 778 for African-American students, representing a 375 point gap, and 783 for Hispanic students, representing a 370 point gap). Between 2005 and 2008, mean total scores and participation rates for all students overall remained flat.
- In 2008, 20% of the district's seniors took the ACT exam. The mean total ACT score for all senior test-takers in 2008 in the district was 18 (24 for white students and 16 for African-American students, representing a 8 point gap, and 17 for Hispanic students, representing a 7 point gap). Between 2005 and 2008, mean total scores exhibited no change while participation rates increased for Hispanic students.
- In 2008, 18% of the district's juniors and seniors took an AP exam (8% of African-American students and 16% of Hispanic students). The percent of tests taken with scores of 3 or above for all junior and senior test-takers in the district in 2008 was 29% (58% for white students and 8% for African-American students, representing a 50 point gap, and 26% for Hispanic students, representing a 32 point gap). From 2005 to 2008, the

participation rate increased for all available student groups while only Asian students demonstrated an increase in passing rates.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005, 2006, 2007 or 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 39% vs. 52% of schools in the state.