

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Oklahoma City Public Schools

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 Oklahoma City Public Schools in Oklahoma City, Oklahoma. 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 Oklahoma student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, due to changes in the high school math test in 2007, previous years were not comparable and are not included in change calculations. At all levels, data provided by the state testing agency for 2007 were not comparable to previous years due to the inclusion of students who attended less than the full academic year.

KEY STRENGTHS AND WEAKNESSES

- From 2007 to 2008, the district narrowed nearly all of its achievement gaps in reading and math between African-American and white students and between Hispanic and white students.
- From 2007 to 2008, the district was more successful than the state at increasing the percentage of students – students overall, and African-American, Hispanic and low-income students taken separately – who achieved proficiency in reading and math at the high school level.
- Between 2003 and 2006, average graduation rates for students overall and for Hispanic students separately experienced an average annual increase.
- Participation rates and average scores on ACT and Advanced Placement exams have increased for all students overall, Asian students, and white students.
- In 2008, no student group in the district performed at higher absolute proficiency rates in reading or in math than their peers in the rest of the state.
- In 2008, the district showed lower-than-expected performance compared to other districts in Oklahoma that serve students with similar family income levels in reading and math at all available school levels.

- Between 2005 and 2008, participation rates for African-American and Hispanic students on ACT and Advanced Placement exams showed an average annual decrease.

ACHIEVEMENT GAPS

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

- Of 27 potential gap closures in reading (2007-2008) between Hispanic and white students, African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 20 gaps are closing (74%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Oklahoma and 0% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 27 potential gap closures in math (2007-2008) between Hispanic and white students, African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 20 gaps are closing (74%). In addition, 11% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Oklahoma while 11% 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 gains than the rest of the state and whether or not the district is improving proficiency rates faster than the rest of the state.

- Of 18 possible opportunities to *demonstrate higher proficiency rates than the state* in reading, the district does so in 0 instances in 2008 (0%). No subgroup in the district is performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2007-2008, of 18 possible opportunities to *improve faster than the state* in reading, the district does so in 8 instances (44%). The district is primarily improving faster than the state in reading at the high school level (4 of 8 instances).
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 0 instances in 2008 (0%). No subgroup in the district is performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2007-2008, of 18 possible opportunities to *improve faster than the state* in math, the district does so in 10 instances (56%). All subgroups at the elementary and high school levels except for non-low income students are improving faster than the state in math.

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. However, for this state, 2008 data for the advanced category were not available at the time of this analysis.

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 1 of 3 improvement residuals is positive (33%).
- In math, 0 of 2 performance residuals (elementary and middle 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 an average annual increase of 1 percentage point per year for the period 2003-2006 (the most recent publicly available data) for all students. A similar positive trend can be seen for Hispanic students (1 percentage point per year) while there was no change for African-American and white students.
- Using the average for all three graduation rates, the district is graduating an estimated 56% of its students overall, 52% of its white students, 62% of its African-American students, and 54% of its Hispanic students.

COLLEGE READINESS

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

- In 2008, 58% of the district's seniors took the ACT exam. The mean composite ACT score for all senior test-takers in 2008 in the district was 19 (22 for white students and 17 for African-American and Hispanic students, representing a 5 point gap). Between 2005 and 2008, participation rates for all student subgroups demonstrated an average annual decline. Average scores during this period showed an average annual increase for all students overall and Asian and white students separately, but stayed flat for African-American and Hispanic students.
- In 2008, 13% of the district's juniors and seniors took an AP exam (16% of white students and 8% of African-American students, representing an 8 point gap, and 10% of Hispanic students, representing a 6 point gap). The percent of tests taken with scores of 3 or above for all junior and senior test-takers in the district in 2008 was 32% (43% for white test-takers and 14% for African-American test takers, representing a 29 point gap, and 28% for Hispanic test takers, representing a 15 point gap). Between 2005 and 2008, the participation rates for African-American and Hispanic students have decreased on average. The percent of tests scoring 3 or higher has, on average, increased every year for all students overall, Asian students, and white students.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005 and 2006, but met AYP in 2007 and 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 85% vs. 97% of schools in the state.