

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Omaha 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 Omaha Public Schools in Omaha, Nebraska. 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 Nebraska 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 grades tested at the elementary and middle school levels, 2005 proficiency rates for these school levels were not comparable and are not included in change calculations. Also, test data for the non-low income subgroup were not available.

KEY STRENGTHS AND WEAKNESSES

- In 2008, the district's Hispanic students achieved higher average proficiency rates than their counterparts statewide in math at all school levels (elementary, middle and high school). In addition, the district's low-income students achieved higher proficiency rates than their counterparts statewide in math at the elementary and high school levels.
- Between 2003 and 2006, average graduation rates for African-American, Hispanic, and white students experienced an average annual increase.
- The district is not closing any of its achievement gaps in reading at the middle and high school levels.
- In 2008, only white students at the middle school level performed at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2008, of 24 possible opportunities to improve faster than the rest of the state in reading and math, the district does so in only 2 instances (8%).

ACHIEVEMENT GAPS

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

- Of 15 potential gap closures in reading (2005-2008) between Hispanic and white students, and African-American and white students at the elementary, middle and high school levels,

- 4 gaps are closing (27%). In addition, only 17% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Nebraska and 17% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 15 potential gap closures in math (2005-2008) between Hispanic and white students, and African-American and white students at the elementary, middle and high school levels, 8 gaps are closing (53%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Nebraska and 0% 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. *Some years of proficiency results were excluded from change calculations.*

- Of 12 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in reading, the district does so in only 1 instance in 2008 (8%). Only white students at the middle school level are performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2008, of 12 possible opportunities to *improve faster than the rest of the state* in reading, the district only does so in 2 instances (17%). The district is only improving faster relative to the state in elementary school reading with all students overall and with low-income students.
- Of 12 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in 9 instances in 2008 (75%). Hispanic and white students in the district are performing at higher absolute proficiency rates in math than their peers in the rest of the state at all school levels (elementary, middle, and high). Low-income students are also performing at higher absolute proficiency rates in math than their peers in the rest of the state at the elementary and high school levels.
- From 2005-2008, of 12 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 0 instances (0%).

The Broad Prize analysis also looks at whether or not a higher percentage of a district's students are 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. *Nebraska does not have uniform proficiency level standards aside from Proficient and Above and Below Proficient.*

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, 1 of 3 performance residuals (elementary, middle and high school) are positive (33%) and 1 of 3 improvement residuals are positive (33%).
- In math, 2 of 2 performance residuals (elementary, middle and high school) are positive (100%) and 1 of 2 improvement residuals are positive (50%).

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. However, an average annual increase can be seen for white students (1 percentage point per year), African-American students (1 percentage point per year), and for Hispanic students (2 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 61% of its students overall, 75% of its white students, 49% of its African-American students, and 48% 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. *The district did not authorize the release of any ACT data or 2008 SAT and AP data.*

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- In 2005, the district met AYP at all school levels (elementary, middle, and high). In 2006 and 2007, AYP status was mixed across the three school levels. In 2008, the district did not meet AYP at any school level.
- The percent of schools in the district meeting AYP targets in 2008 was 94% vs. 87% of schools in the state.