

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Tulsa 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 Tulsa Public Schools in Tulsa, 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 70% of its achievement gaps in reading and 78% of its gaps in math. In particular, the district narrowed 17 out of 18 achievement gaps between African-American and white students.
- Between 2005 and 2008, participation rates on ACT and Advanced Placement exams have increased for nearly all student groups.
- Between 2005 and 2008, the district showed better than expected improvement than other Oklahoma school districts that serve students with similar family income levels in reading at all school levels (elementary, middle, high) and in math at the elementary and middle school levels.
- Between 2003 and 2006, graduation rates for African-American students increased an average of 2 percentage points per year.
- In 2008, of 36 possible opportunities to exceed the rest of the state's proficiency rates in reading and math, the district does so in only 3 instances (8%).
- 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 the middle and high 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 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, 19 gaps are closing (70%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Oklahoma and 56% 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, 21 gaps are closing (78%). In addition, 0% 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 only 1 instance in 2008 (6%). Only white students at the elementary school level are 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 11 instances (61%). The district is primarily improving faster than the state in reading at the elementary and middle school levels (10 of 11 instances).
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 2 instances in 2008 (11%). Both instances occur at the elementary school level; Hispanic and white students are 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 15 instances (83%). All subgroups, except for white students, at all school levels 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, 1 of 3 performance residuals (elementary, middle and high school) is positive (33%) and 3 of 3 improvement residuals is positive (100%).

- In math, 1 of 3 performance residuals (elementary and middle school) is positive (33%) and 2 of 3 improvement residuals are positive (67%).

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 African-American students (2 percentage points per year) and white students (1 percentage point per year) while there was a decrease for Hispanic students (-1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 60% of its students overall, 62% of its White students, 64% of its African-American students, and 57% 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, 67% 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 20 (22 for white students and 17 for African-American students, representing a 5 point gap, and 18 for Hispanic students, representing a 4 point gap). Between 2005 and 2008, participation rates for African-American and Hispanic students increased. Average scores during this period showed no change for these students groups.
- In 2008, 23% of the district's juniors and seniors took an AP exam (30% of white students and 13% of African-American students, representing a 17 point gap, and 20% of Hispanic students, representing a 10 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 29% (36% for white test-takers and 9% for African-American test takers, representing a 27 point gap, and 19% for Hispanic test takers, representing a 17 point gap). Between 2005 and 2008, the participation rates for all student groups increased 2 points per year on average. The percent of tests scoring 3 or higher has increased for African-American students only during this period.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005, 2006 and 2008, but met AYP in 2007.
- The percent of schools in the district meeting AYP targets in 2008 was 88% vs. 97% of schools in the state.