

# Voices for the Future: Present Reality for OKCPS Students

January 2025

## Introduction

The purpose of this document is to provide data highlighting the current state of student outcomes and aims to support the OKCPS School Board of Education in establishing goals and guardrails.

The OKCPS Planning, Research, and Evaluation Department collects, maintains, and distributes a wealth of data for both internal and external use. The data presented here represent a small but targeted selection, chosen based on:

- The six Key Performance Indicators (KPIs) used by the state of Oklahoma in calculating district and school report cards.
- Relevance to the themes identified during the November/December 2024 listening sessions and survey, as outlined in the report *Voices for the Future: Thematic Summary of Listening Sessions and Survey Responses*.

Themes identified across the survey's four open-ended questions and listening sessions, reflected shared priorities among respondents. These key themes include academics, student programs and services, school staff, life skills, postsecondary opportunities and outcomes, and school climate. This report highlights student and staff data from each of these areas.

These data provide objective evidence of the extent to which OKCPS is achieving its vision (*By providing equitable access to a world class education, every Oklahoma City Public Schools student will graduate ready to fulfill their unique purpose in a healthy, vibrant community*) and mission (*Every day, Oklahoma City Public Schools will ignite a passion for learning in every child, invite families to engage, and inspire respectful and trusting relationships with our diverse community*). It also establishes a baseline for goal setting and progress tracking.



# PRE

Department of Planning,  
Research, and Evaluation

## Academic Achievement

### State Report Card Academic Achievement Indicator Overall Subject Scores + OSTP and CCRA Percent of Students who scored Proficient and Advanced

	State Report Card ELA		State Report Card Math		OSTP ELA	OSTP Math	CCRA ELA	CCRA Math
	OKCPS	State	OKCPS	State	OKCPS	OKCPS	OKCPS	OKCPS
SY2021-22	24.3	43.7	21	41.3	11.0%	9.3%	16%	7%
SY2022-23	22.9	41.6	21.1	40.5	10.8%	10.5%	17%	6%
SY2023-24*	26.7	44.9	22.4	41.4	25%	16%	18%	6%
SY23-24 (% Basic)**	N/A	N/A	N/A	N/A	17%	20%	40%	46%

*State Report Card overall subject score is the average value earned by students based on state test performance across two equally weighted components.*

*\*OSTP scoring guidelines changed in SY23-24. OSTP scores from SY23-24 should not be compared to previous school years.*

*\*\*SY23-24 marks the first year the Oklahoma State Department of Education applies Academic Achievement 'Basic' and above toward the determination of school accreditation.*

In SY23-24, among comparisons between students with an IEP and their counterparts, English Learners and their counterparts, and economically disadvantaged students and their counterparts, the largest OSTP ELA and Math percent proficient gap exists for economically disadvantaged students (50 percentage point gap in ELA, 41 percentage point gap in Math). Pacific Islander, Black, and Hispanic students consistently have the lowest NWEA median achievement percentiles in Reading and Math and the lowest percentage of students scoring proficient and higher on the OSTP ELA and Math tests.

### ACT Scores

	Composite	English	Math
SY2021-22	15.5	14.3	15.9
SY2022-23	15.3	14.3	15.7
SY2023-24	15.4	14.2	15.5

In SY23-24 the average ACT composite score for students identified as English Learners was about three points lower than students who are not identified as English Learners. Similarly, students identified as economically disadvantaged scored 4.6 points lower than students not identified as economically disadvantaged.

## Academic Growth

### NWEA median End-of-year achievement percentiles and % of students who met projected Fall-to-Spring growth

	Achievement		Growth	
	Reading	Math	Reading	Math
SY2022-23	23	20	34%	41%
SY2023-24	23	21	37%	41%

In SY23-24, among comparisons between students with an IEP and their counterparts, English Learners and their counterparts, and economically disadvantaged students and their counterparts, the largest gap in the percentage of students who met projected reading growth exists for economically disadvantaged students (13 percentage point gap). Only 27 percent of Pacific Islander students met projected reading growth. In comparison, 44 percent of Asian students and 43 percent of White students met projected reading growth.

## Chronic Absenteeism

### Student attendance

	Chronic Absenteeism	Attendance Rate
SY2020-21	57%	83.1%
SY2021-22	46%	86.7%
SY2022-23	41%	87.8%
SY2023-24	39%	89.2%

**Chronic absenteeism** is the percentage of students absent 10% or more of the days they were enrolled.

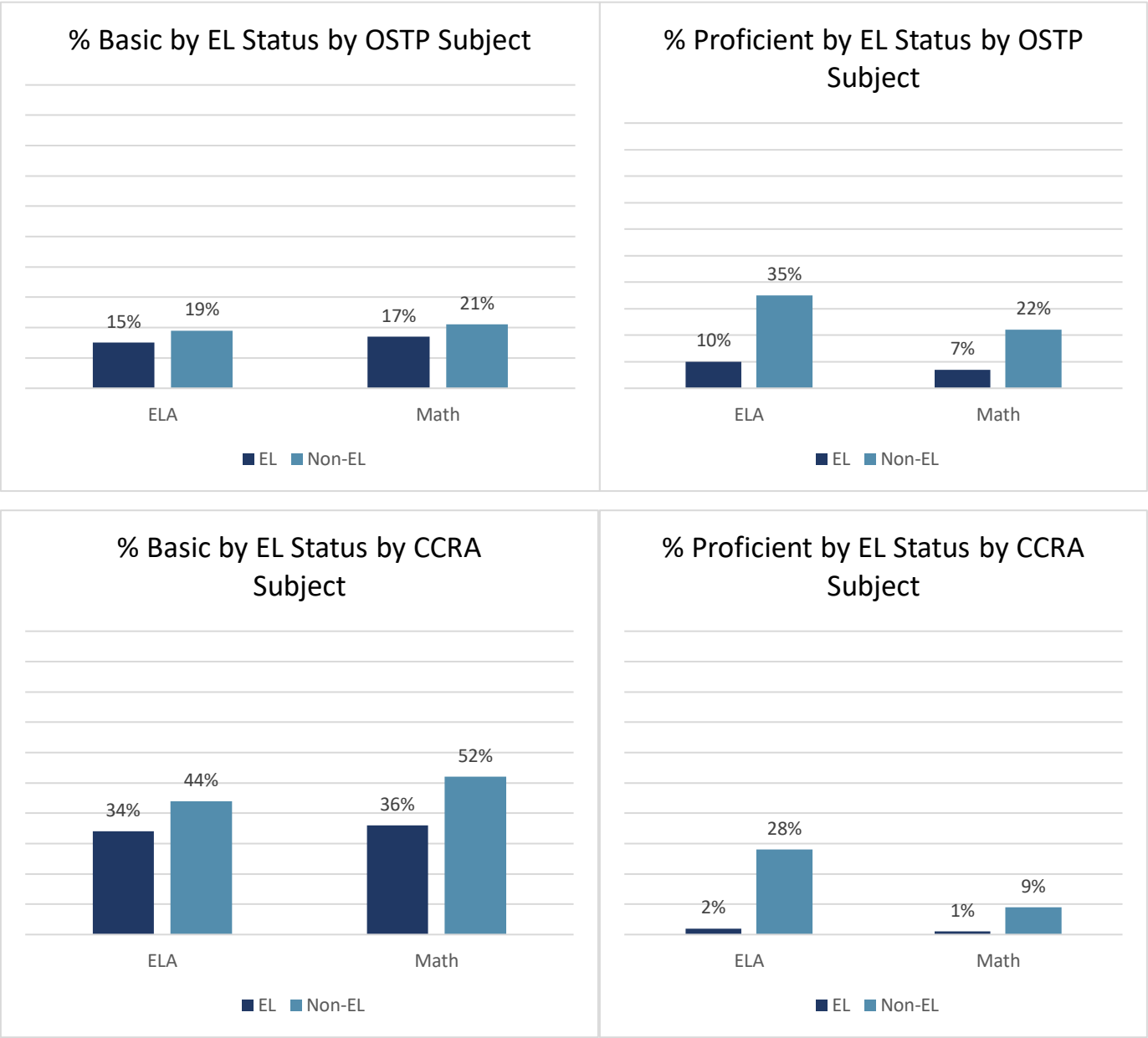
**Attendance rate** is the average percentage of days students are present.

In SY22-23 the chronic absenteeism rate decreased from Pre-K (42%) to Kindergarten (39%) and continued to decrease until grade 5. The chronic absenteeism rate steadily increased after grade 6 (35%) reaching its peak in grade 12 (64%).

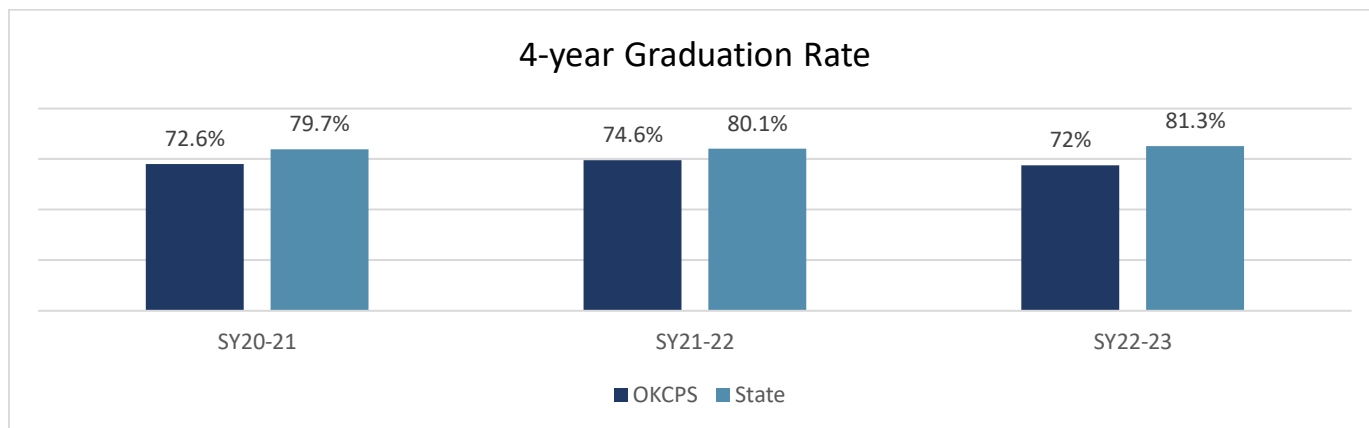
In SY20-21 and SY22-23, the chronic absenteeism rate among economically disadvantaged students was nearly double the rate of non-economically disadvantaged students. Pacific Islander students consistently have the highest chronic absenteeism rate (60% in SY22-23). In comparison, Asian students had the lowest rate (16%), White and Hispanic students had a similar rate (36% and 39%), and Black and Native American students tied for the second highest rate (49%).

# English Language Proficiency (ELPA)

## SY23-24 OSTP and CCRA Achievement



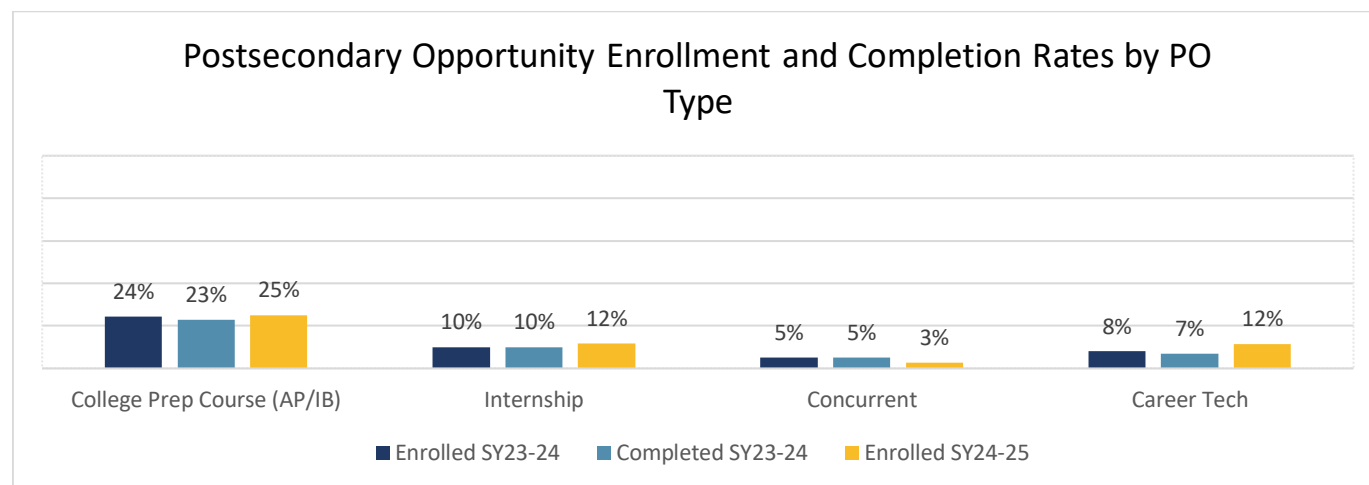
## Graduation Rates



*Graduation Rates as reported in the Oklahoma State Report Card*

The OKCPS 4-year graduation rate lags behind the state 4-year graduation rate by 9.3 percentage points, an increase from a 5.5 percentage point gap the previous school year. SY22-23 graduates were 58.5 percent Hispanic, 89.9 percent economically disadvantaged, and 33.5 percent English Learners, closely aligning with the demographic breakdown of the district in SY22-23 (55% Hispanic, 92% economically disadvantaged, and 37% English Learner).

## Postsecondary Readiness

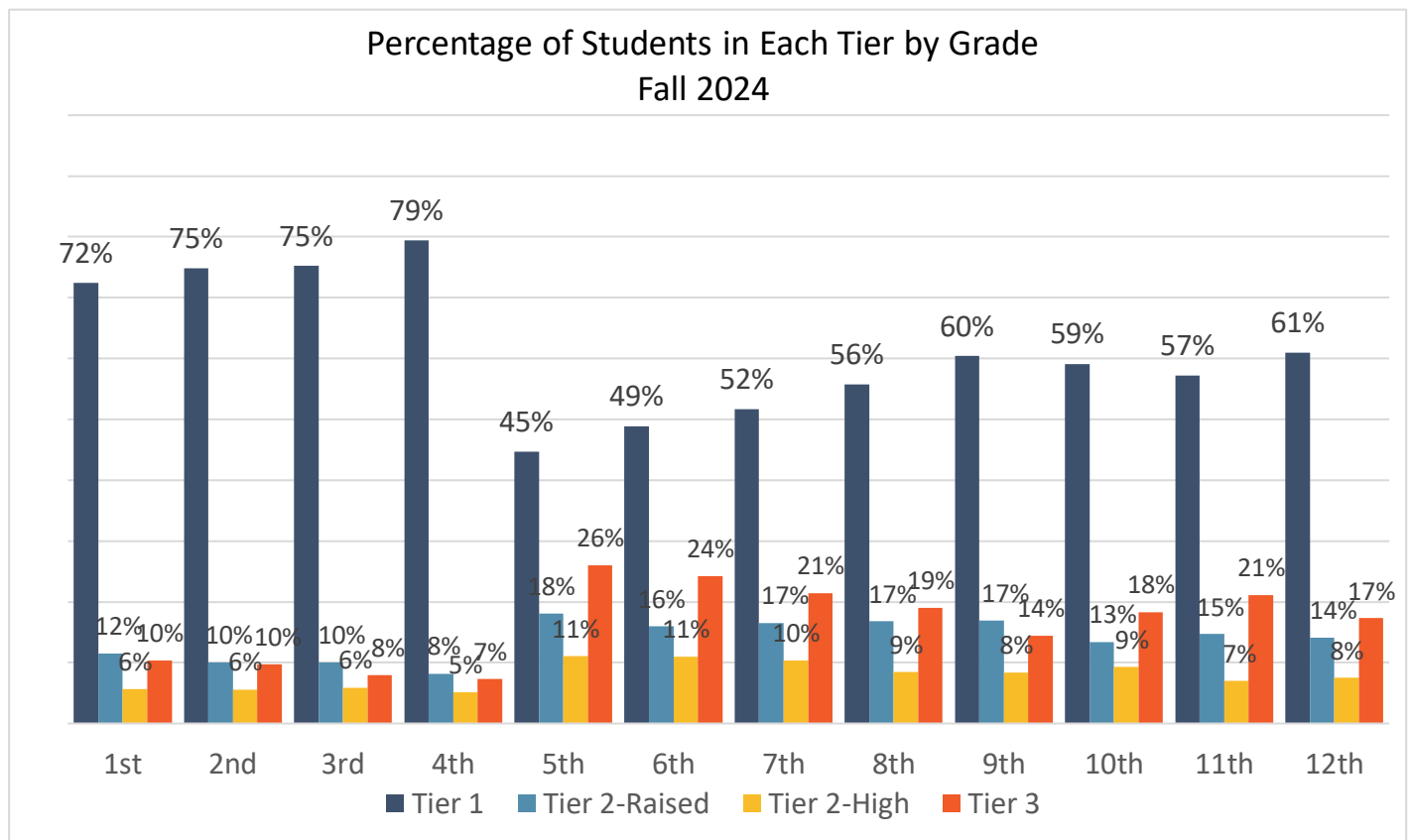


In SY24-25, of 11<sup>th</sup> and 12<sup>th</sup> grade students who are participating in a postsecondary opportunity, most are enrolled in a college prep course (52%). More than half of Asian students and 43 percent of White students are enrolled in a college prep course, while only 23 percent of Hispanic students and 22 percent of Black students are enrolled in a college prep course. Enrollment in Career Tech shows the inverse pattern, with Hispanic students enrolling at the highest rate (13%). In SY23-24, of 11<sup>th</sup> and 12<sup>th</sup> grade students who enrolled in an AP course, 88 percent passed the course, while only 23 percent passed the AP exam.

## Student Programs and Services

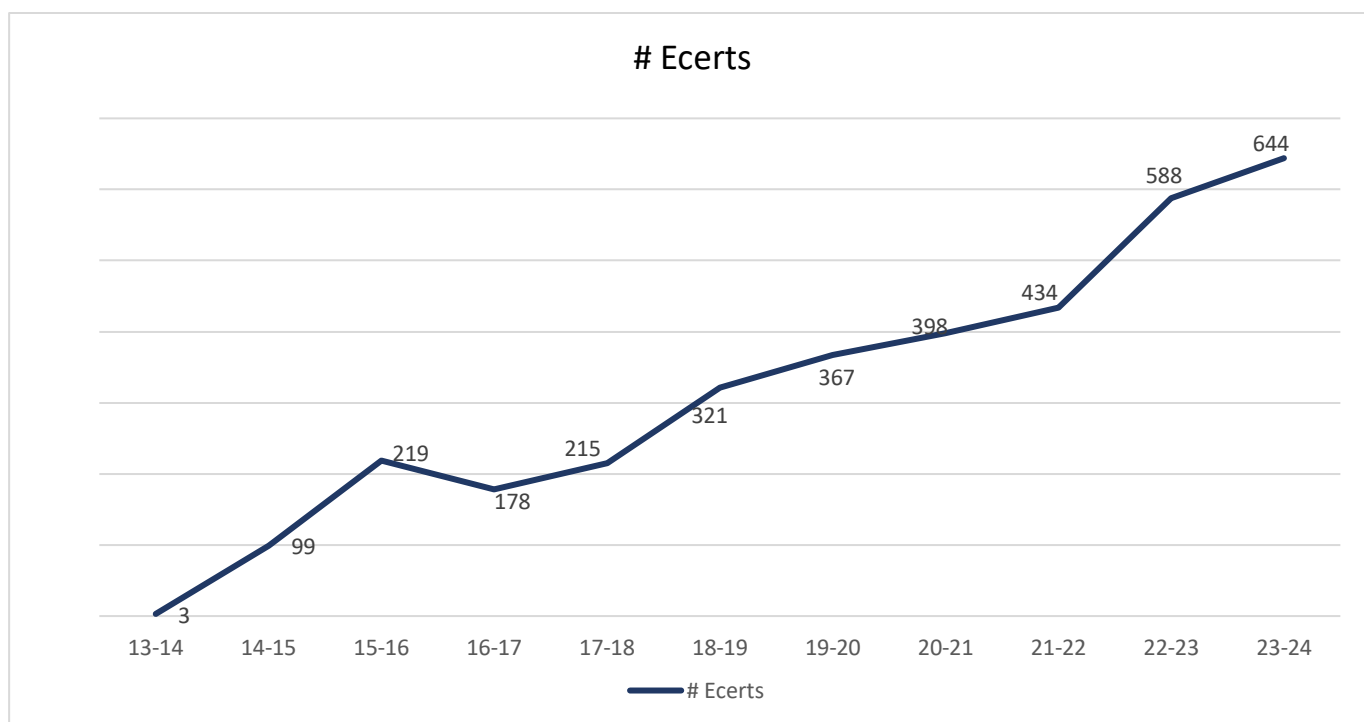
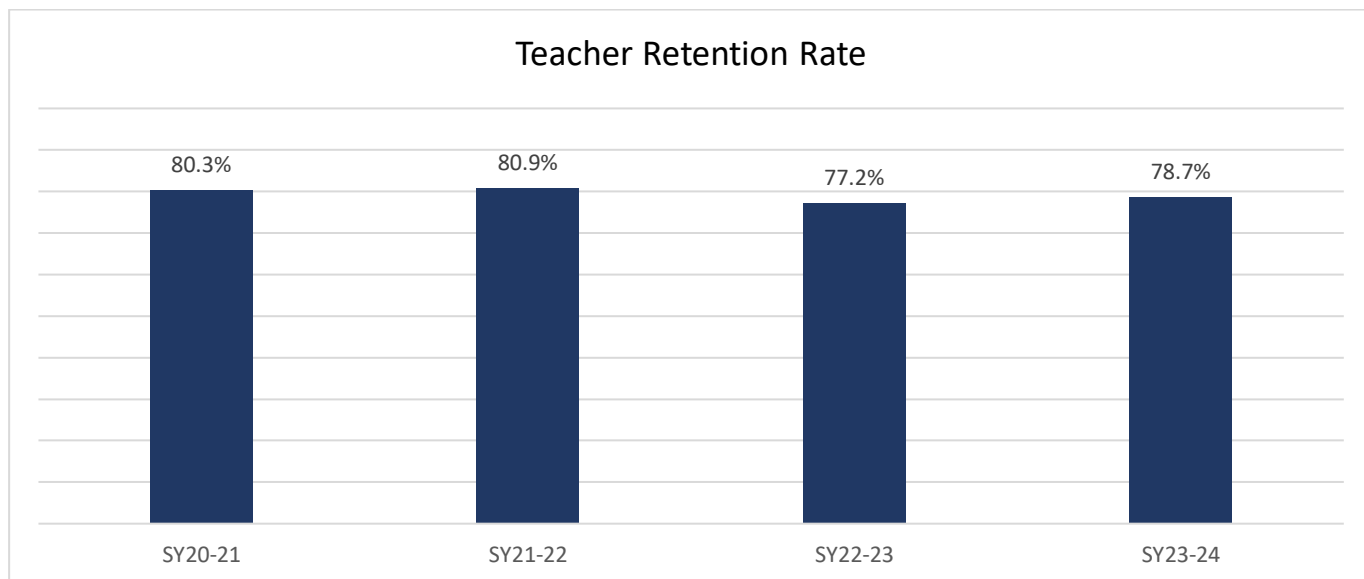
	% ELL	% Special Ed	% Economically Disadvantaged
SY2020-21	38%	16%	87%
SY2021-22	38%	16%	91%
SY2022-23	37%	16%	92%
SY2023-24	38%	15%	91%

Nearly every school in the district is at least 50 percent economically disadvantaged, and most schools are more than 90 percent economically disadvantaged. The schools with the highest concentration of economically disadvantaged students (around 99% and above) are all located in South Oklahoma City in school board district 7 (Wheeler 99.6%, Bodine 98.9%, Adelaide Lee 98.9%), district 3 (Adams 99.2%, Roosevelt 99%), and district 6 (Arthur 99%).



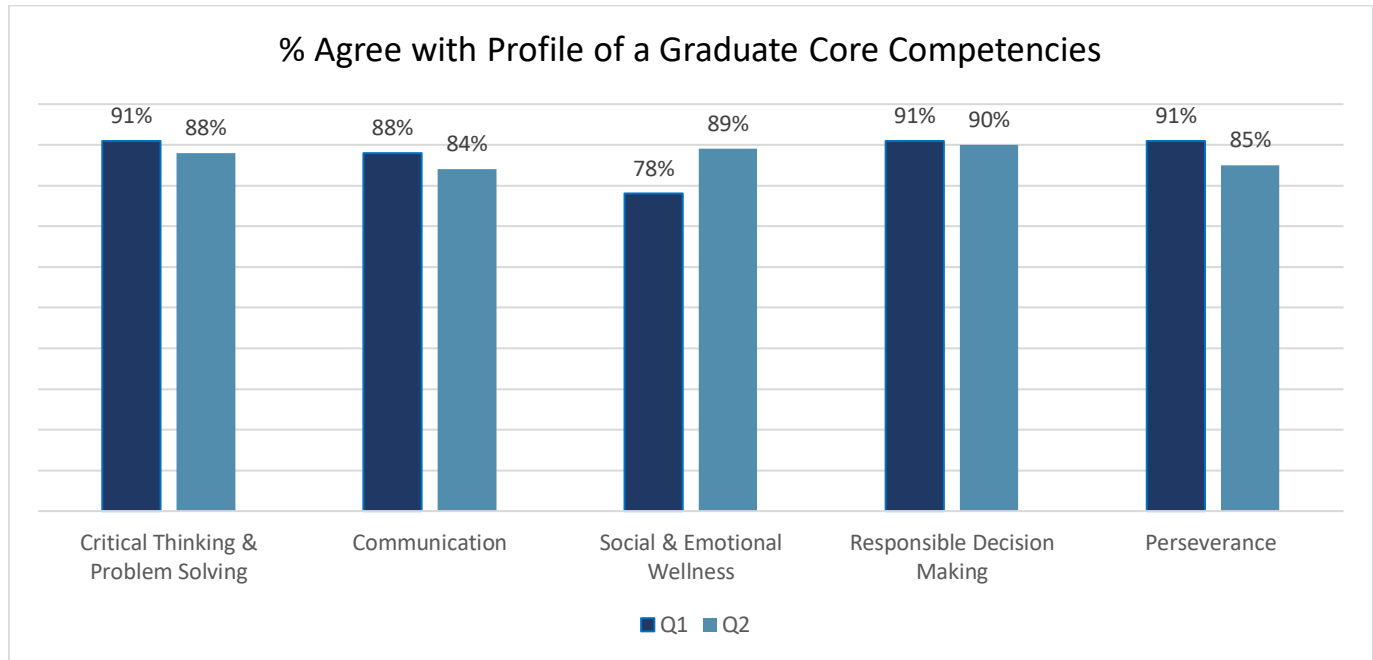
The Strengths and Difficulties Questionnaire (SDQ) is a mental health screener administered to students, teachers, and parents to assess students' mental health status. The number of students screened increased by about 13 percentage points from SY23-24 (~72%) to SY24-25 (~85%). In SY24-25, more than half of 5<sup>th</sup> and 6<sup>th</sup> grade students meet the criteria for tier 2 and tier 3 services.

## Staff



Statistical analysis examining the impact of teacher certification type on NWEA scores among OKCPS students in SY22-23 shows that at the secondary level, students with provisional and emergency certified math and ELA teachers score lower on the NWEA math and reading tests than students with standard certified teachers. At the secondary level, the impact of emergency certified teachers (ECTs) on NWEA math and reading scores and growth worsens as a school's ratio of ECTs increases.

## Life Skills



*SY23-24 Senior Survey Results; Profile of a Graduate*

### **Critical Thinking and Problem Solving**

Q1. I can analyze problems and apply what I know to come up with solutions.

Q2. I can evaluate the quality and accuracy of sources to get reliable information.

### **Communication**

Q1. I am able to understand and explain new information well.

Q2. I use my voice to advocate for what I believe in.

### **Social and Emotional Wellness**

Q1. I can easily name what I am feeling at any given moment and I don't let emotions control me.

Q2. I have a good number of healthy relationships.

### **Responsible Decision Making**

Q1. I strive to always do the right thing, even without being asked.

Q2. I make careful decisions in life (offline and online) because I know my actions make a difference in the lives of others.

### **Perseverance**

Q1. I am confident that I can do hard things when I put my mind to it.

Q2. I am patient with myself when I take on new challenges because I understand that struggling may be part of the process.



## School Climate

### Student Survey Results Spring 2024

Connectedness	% agree
I can be myself at school.	67%
I feel like an important part of my school.	48%
Peer and Adult Relations	
Teachers and other adults treat students at my school with respect.	71%
Students treat teachers and other adults at my school with respect.	53%
Safety	
I feel safe at school.	58%
If I told a teacher or other adult at my school that someone was being mean to me, he or she would try to help me. ( <i>Elementary students</i> )	82%
Adults at this school help students who are being bullied or mistreated. ( <i>Secondary students</i> )	50%
Bullying	
This year, have you been bullied, treated differently, or left out, by either students or teachers, because of who you are? (yes, by students)	23%
(yes, by teachers)	3%
(yes, by students and teachers)	6%

Students were asked to rate the following statement on a scale from 1 to 10: “If a new student moved into my neighborhood, I would recommend my school as a great place to go to school”. The **student average recommendation score was 6.4**. Similarly, school staff were asked “On a scale of 0-10 with 10 being “Extremely likely” and 0 being “Not at all likely”, how likely would you be to recommend this school to parents seeking a school for their child?”. The **school staff average recommendation score was 7.0**.

### School Staff Survey Results Spring 2024

Institutional Environment	% agree
My school building and school grounds are well-maintained.	77%
Textbooks and instructional materials are up to date and in good condition.	74%
Safety	
I feel safe at my school	82%
My school deals effectively with students who bully, harass, or intimidate other students.	69%
Job Satisfaction	
I think about looking for a different place to work.	50%
I have the training, resources, and administrative support I need to do my job effectively.	78%
I am given the opportunity to be involved in decisions that affect me.	67%

Student and staff school climate results shown above do not include all survey categories nor all questions asked in the categories represented here. Full survey results can be accessed in the Student Experience Survey dashboard.

## Student discipline

	Total # of incidents	Top disciplinary incident type	Total # students suspended
SY21-22	30,002	Disruptive behavior (24%)	4,180
SY22-23	34,242	Disruptive behavior (26%)	4,598
SY23-24	28,668	Disruptive behavior (25%)	4,135

The top disciplinary incident type is consistently disruptive behavior, making up nearly a quarter of all incidents. In SY22-23 and SY23-24, nearly half of all students suspended were Hispanic males (~25%) and Black males (~23%).

## Strengths, Weaknesses, Systemic Challenges

### Strengths

- Chronic absenteeism is decreasing and the attendance rate is increasing.
- The number of discipline incidents is decreasing.
- Nine schools improved by one letter grade on their state report cards from SY22-23 to SY23-24.

### Weaknesses

- There are persistent performance gaps between racial/ethnic groups, with Black and Pacific Islander students most often performing below their peers.
- There are persistent performance gaps across the KPIs for economically disadvantaged students and English Learners.

### Systemic Challenges

- Economic status has a major impact on a range of student outcomes. A student body that is over 90 percent economically disadvantaged experiences significant barriers to improving academic performance, attendance, graduation, and other student outcomes.
- OKCPS has a large population of students whose first language is not English (38% in SY23-24). In comparison, as of Fall 2023, Tulsa Public Schools' student population is 36 percent English Learners. Tulsa includes both current and former EL students in this calculation. If calculated in the same way, the OKCPS student population is nearly half English Learners (47%). English Learners face unique obstacles. A high percentage of EL students may impact availability of EL student resources and present additional challenges to the classroom environment.

### Systemic Challenges (continued)

- In SY22-23, 37 percent of students were not enrolled for the entire school year. This is down from the previous school year (41.8%), but remains a high student mobility rate.
- The number of emergency certified teachers has skyrocketed in recent years. At the secondary level, non-standard certified teachers have a negative impact on NWEA achievement and growth.
- Student outcomes can be linked to the institutional environment in several ways, including how well the school staff reflects the diversity of the student body. Currently, OKCPS school staff is only 23 percent Hispanic while the OKCPS student population is majority Hispanic (57.5%).

### **Data Sources:**

- Academic Achievement and Academic Growth: OSTP, CCRA, and NWEA scores reported in the KPI dashboard
- Chronic Absenteeism: Annual Statistical Profile
- English Language Proficiency: OSTP and CCRA scores reported in the KPI dashboard
- Graduation Rates: Oklahoma State Report Card
- Postsecondary Readiness: Infinite Campus student schedules and transcript data reported in the KPI dashboard
- Student Programs and Services: Annual Statistical Profile and the Strengths and Difficulties Questionnaire (SDQ)
- School Staff: Student Experience Survey, PRE statistical analysis titled 'The Impact of Non-Standard Teacher Certification on OKCPS NWEA Math and Reading Test Scores, SY2022-23'
- Life Skills: Senior Survey
- School Climate: Student Experience Survey, Annual Statistical Profile, Council of Greater City Schools Annual KPI Report

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