

Oklahoma

NAEP proficiency level and percentile data as well as results from state assessments demonstrate the existence of substantial Excellence Gaps for African-American, Hispanic, and Free and Reduced Lunch Eligible students. White students had higher average AP scores than African-American and Hispanic students on AP tests and were more likely to make a “5” on an AP exam or take an AP exam.

According to NAEP proficiency data, the percentage of students at the advanced level increased in Math among non-FARM, FARM, and white students, as well as African-American students in Grade 8 and Hispanic students in Grade 4, with declines in Reading among non-FARM, white, and Hispanic students. Achievement gaps generally rose in Math and declined in Reading.

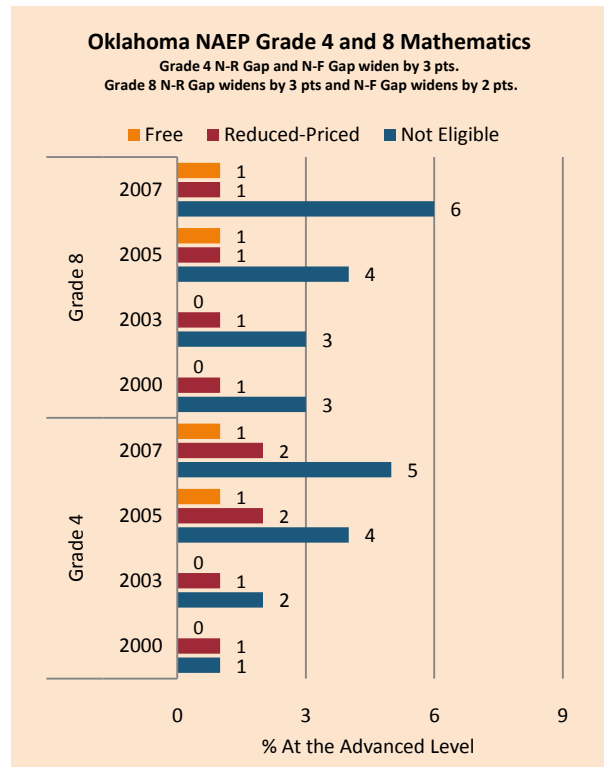
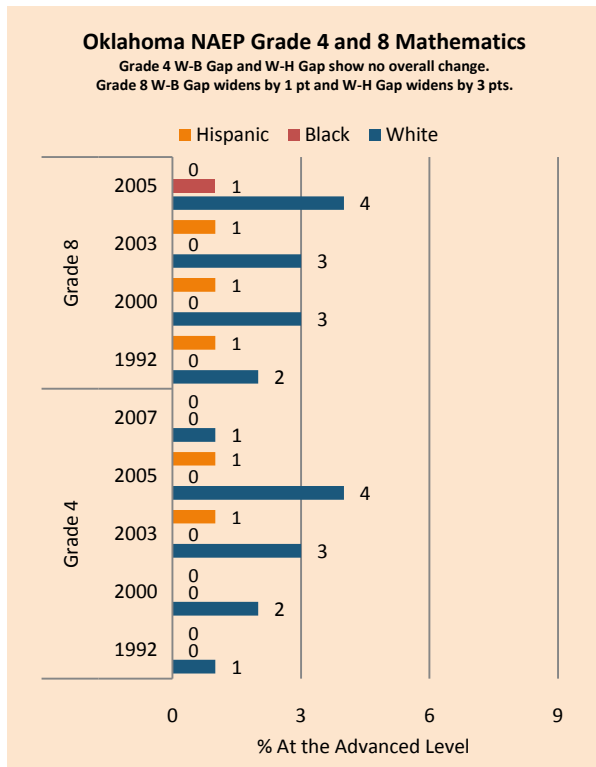
NAEP scale scores at the 90th percentile increased for all subgroups in Math, with African-American students narrowing the achievement gap in both grades and Hispanic students in Grade 4. The Excellence Gap generally narrowed in Reading due to larger declines in performance among white and non-FARM students. Hispanic students’ achievement dropped noticeably in Reading Grade 8.

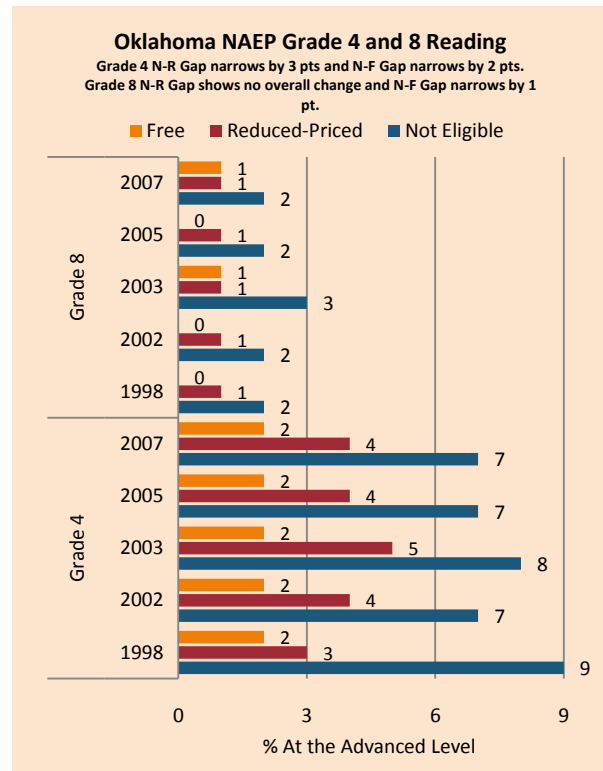
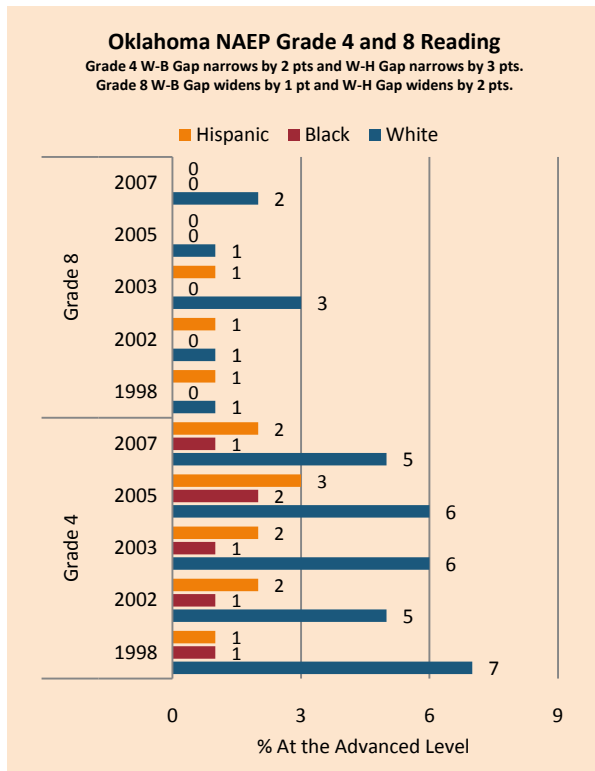
The proportion of high-achieving students rose among ethnic subgroups in Grade 11 Math and Reading and in Grade 7 Math while remaining stable in Grade 4 and 7 Reading. Achievement among income subgroups increased in Grade 7 but there was little change in Grade 4 or in Grade 11 Math. White students improved more rapidly than minority students in Grade 7 Math as did affluent students in Grade 7. The Excellence gap shrank for minority students in Grade 4 Math and for low-income students in Grade 11 Reading through a combination of modest improvement in disadvantaged group performance and stagnation or decline among white and affluent students.

On the AP exam, there were modest decreases in achievement gaps in mean AP scores and the percentage of exams receiving a 5 (unweighted). There was an increase in the gap between white and African-American students in the percentage of tests that scored a 5 (weighted). In the same time frame, there were increases in achievement gaps in the number of tests taken, weighted by enrollment.

Summary of State Policy as of 2006-2007

State	Mandate Identify	Mandate Services	Gifted Identified	Identified by Gender	Identified by Ethnicity	GT Funding	GT Funding per Identified
Oklahoma	yes	no	103,546	yes	yes	\$48,636,241	\$469.71

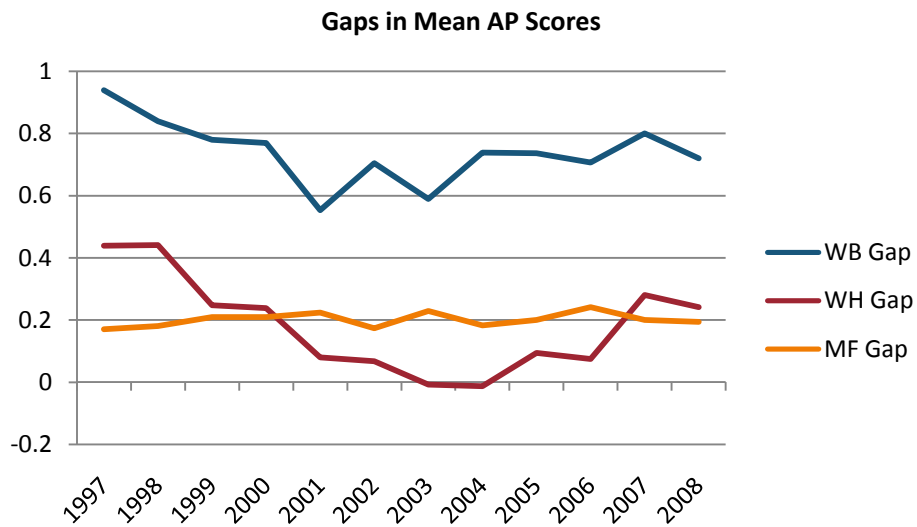




NAEP Scores at the 90 th Percentile				
Subject, Grade, Group	2003	2007	2003 Gap	2007 Gap
Math 4 Male	262	270	4	5
Math 4 Female	259	266		
Math 8 Male	315	318	5	9
Math 8 Female	309	310		
Reading 4 Male	253	255	7	3
Reading 4 Female	260	258		
Reading 8 Male	298	294	8	8
Reading 8 Female	306	302		
Math 4 ELL	255	256	6	12
Math 4 NonELL	261	268		
Math 8 ELL	305	295	7	20
Math 8 NonELL	312	314		
Reading 4 ELL	237	228	21	29
Reading 4 NonELL	258	257		
Reading 8 ELL	291	286	11	13
Reading 8 NonELL	302	299		
Math 4 FARM	253	259	14	15
Math 4 NonFARM	268	274		
Math 8 FARM	299	303	20	21

2006	Data not Available								
2007	6	2	4	16	6	10	62	29	33
2008	6	2	4	20	8	12	57	36	21

The Oklahoma Core Curriculum Tests (OCCT) Mathematics Excellence Achievement Gaps on SES									
% At the Advanced Level	Grade 4			Grade 7			Grade 11		
	N	P	Gap	N	P	Gap	N	P	Gap
2006	Data not Available								
2007	27	12	15	30	14	16	44	23	21
2008	28	12	16	36	16	20	43	23	20

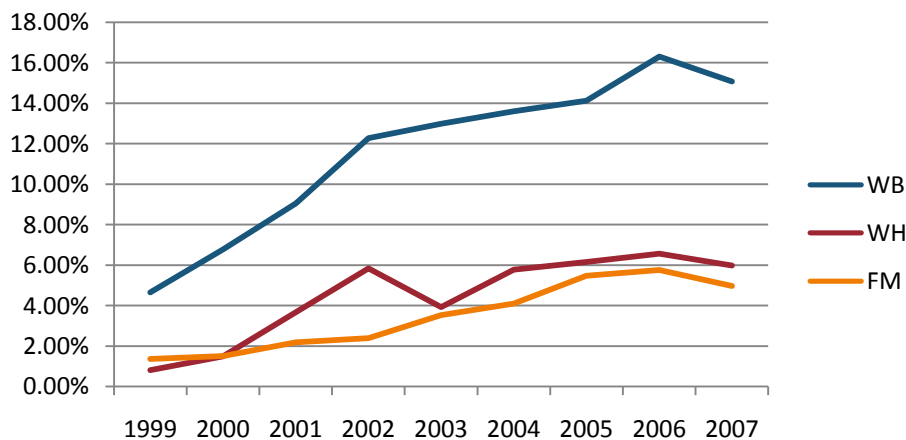


Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup*												
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	13.23%	12.89%	13.80%	12.96%	11.17%	9.93%	9.88%	9.91%	8.74%	9.29%	9.32%	9.14%

Female	9.08%	8.08%	8.28%	7.29%	6.33%	6.09%	5.33%	6.09%	5.72%	5.34%	6.09%	5.54%
White	11.33%	10.72%	10.41%	9.98%	8.62%	8.04%	7.25%	7.94%	7.22%	7.28%	7.73%	7.21%
Black	2.87%	2.80%	2.68%	2.65%	4.36%	2.10%	2.69%	1.83%	1.97%	1.86%	1.38%	1.40%
Hispanic	5.14%	6.22%	13.25%	11.55%	8.93%	8.13%	12.52%	12.18%	7.87%	10.77%	6.16%	7.56%
M-F Gap	4.15%	4.81%	5.51%	5.66%	4.84%	3.85%	4.55%	3.82%	3.02%	3.95%	3.23%	3.61%
W-B Gap	8.46%	7.92%	7.73%	7.33%	4.26%	5.94%	4.57%	6.12%	5.25%	5.42%	6.34%	5.81%
W-H Gap	6.19%	4.50%	-2.84%	-1.57%	-0.31%	-0.09%	-5.27%	-4.24%	-0.65%	-3.49%	1.57%	-0.35%

Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment*										
	1999	2000	2001	2002	2003	2004	2005	2006	2007	
Male	1.35%	1.46%	1.54%	1.67%	1.89%	1.97%	1.87%	2.14%	2.26%	
Female	0.93%	0.93%	1.01%	1.17%	1.21%	1.46%	1.54%	1.54%	1.78%	
White	1.08%	1.25%	1.36%	1.58%	1.63%	1.89%	1.88%	2.05%	2.23%	
Black	0.15%	0.15%	0.29%	0.15%	0.26%	0.19%	0.24%	0.22%	0.19%	
Hispanic	1.26%	1.28%	1.08%	1.12%	2.33%	2.19%	1.57%	2.32%	1.41%	
M-F Gap	0.43%	0.53%	0.53%	0.50%	0.68%	0.51%	0.33%	0.60%	0.48%	
W-B Gap	0.92%	1.10%	1.07%	1.42%	1.38%	1.70%	1.65%	1.83%	2.04%	
W-H Gap	-0.19%	-0.03%	0.28%	0.46%	-0.69%	-0.30%	0.31%	-0.28%	0.82%	

Gaps in the Number of Tests Taken Weighted by Subgroup Enrollment*



*The unit of analysis for AP data is the test, not the student. AP test results are presented as the number of scores received by members of each subgroup, NOT the number of students who received a given score on any exam. These numbers are not equivalent because some students take multiple tests.

