

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Arlington Independent School District

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 Arlington Independent School District in Arlington, Texas. Additional details on the data described below may be found in the 2009 district data report available at www.broadprize.org.

KEY STRENGTHS AND WEAKNESSES

- In 2008, of 36 possible opportunities to demonstrate higher proficiency rates than the state in reading and math, the district does so in 1 instance (3%).
- Between 2005 and 2008, no subgroups in the district improved proficiency rates faster than their peers in the rest of the state in reading or math.
- In 2008, one-third of the district's internal achievement gaps were among the largest in the state of Texas.
- In 2008, the district showed lower-than-expected performance compared to other districts in Texas that serve students with similar family income levels in reading and math at the all school levels. Between 2005 and 2008, the district also showed lower-than-expected improvement compared to other similar districts in Texas in reading and math at all school levels.
- Between 2003 and 2006, average graduation rates decreased for all students overall, African-American, and Hispanic students.
- Between 2005 and 2008, SAT participation rates decreased an average of 3 percentage points per year. This is one of the largest average declines among the eligible districts.

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 (2005-2008) between African-American and white students, Hispanic and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 14 gaps are closing (52%). However, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the

state of Texas while 44% of internal reading gaps are among the largest in the state (bottom two deciles).

- Of the 27 potential gap closures in math (2005-2008) between African-American and white students, Hispanic and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 4 gaps are closing (15%). However, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Texas while 22% 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 student groups are performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2008, of 18 possible opportunities to *improve faster than the state in reading*, the district does so in 0 instances (0%).
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in only 1 instance in 2008 (6%). Only African-American students at the middle school level are performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2005-2008, of 18 possible opportunities to *improve faster than the state in math*, the district does so in 0 instances (0%). No student groups are improving faster than the state.

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.

- Of 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in reading*, the district does so in 4 instances in 2008 (22%). All four instances occur at the middle school level.
- From 2005-2008, of 18 possible opportunities to *improve faster than the state at the highest achievement level in reading*, the district does so in 0 instances (0%).
- Of 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 5 instances in 2008 (28%). All instances occur at the middle school level.
- From 2005-2008, of 18 possible opportunities to *improve faster than the state at the highest achievement level in math*, the district does so in 0 instances (0%).

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 0 of 3 improvement residuals are positive (0%).
- In math, 0 of 3 performance residuals (elementary, middle and high 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 decrease of -2 percentage points per year for the period 2003-2006 (the most recent publicly available data) for all students. A similar negative trend can be seen for African-American students (-4 percentage points per year) and Hispanic students (-2 percentage points per year), while there was no change for white students.
- Using the average for all three graduation rates, the district is graduating an estimated 62% of its students overall, 75% of white students, 54% of African-American students and 50% 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, 49% of the district's seniors took the SAT exam. The mean composite SAT score for all senior test-takers in 2008 in the district was 997 (1,063 for white students and 873 for African-American students, representing a 190 point gap, and 953 for Hispanic students, representing a 110 point gap). Between 2005 and 2008, average scores decreased for all student groups while participation rates increased for Hispanic students only.
- In 2008, 18% 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 21 (23 for white students and 18 for African-American students, representing a 5 point gap, and 19 for Hispanic students, representing a 4 point gap). Between 2005 and 2008, participation rates increased for Hispanic and white students, while average scores remained steady for all student groups.
- In 2008, 15% of the district's juniors and seniors took an AP exam (17% of white students and 7% of African-American students, representing a 10 point gap, and 10% of Hispanic students, representing a 7 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 48% (53% for white students and 33% for African-American students, representing a 20 point gap, and 38% for Hispanic test takers, representing a 15 point gap). Between 2005 and 2008, passing rates decreased for all student groups, while participation rates largely remained flat.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district met AYP in 2005, 2006, and 2007, but did not meet AYP in 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 77% vs. 85% of schools in the state.