

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Austin 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 Austin Independent School District in Austin, Texas. Additional details on the data described below may be found in the 2009 district data report available at [www.broadprize.org](http://www.broadprize.org).

#### KEY STRENGTHS AND WEAKNESSES

- Average graduation rates for all students overall, African-American, Hispanic, and white students increased between 2003 and 2006.
- In 2008, 30% of the district's African-American juniors and seniors took an Advanced Placement exam. This is one of the highest participation rates for African-American students among the eligible districts.
- Between 2005 and 2008, the district narrowed 67% of its achievement gaps in reading and math.
- In 2008, only white and non-low income students in the district performed at higher absolute reading and math proficiency rates than their peers in rest of the state.
- In 2008, 100% 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 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.
- Using the average for all three graduation rates, the district is graduating an estimated 86% of its white students compared with 51% of its Hispanic students, representing a 35 point gap.

## 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, 16 gaps are closing (59%). However, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Texas while 100% 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, 20 gaps are closing (74%). However, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Texas while 100% 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 5 instances in 2008 (28%). White students at all school levels and non-low income students at the elementary and middle school levels 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 5 instances (28%). All instances occur at the middle school level.
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 6 instances in 2008 (33%). Only white and non-low income students 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 only 1 instance (6%). Only non-low income students at the middle school level 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 6 instances in 2008 (33%). White and non-low-income students at all school levels are demonstrating higher rates at the highest achievement level in reading than their peers in the rest of the state.
- 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 2 instances (11%). Both instances occur at the middle school level.
- Of 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in 7 instances in 2008 (39%). White and non-

- low-income students at all school levels are demonstrating higher rates at the highest achievement level in math than their peers in the rest of the state.
- 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 3 instances (17%).

### **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 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 (1 percentage point per year), Hispanic students (1 percentage point per year), and white students (1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 64% of its students overall, 86% of white students, 54% of African-American students and 51% 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, 56% 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 1,036 (1,148 for white students and 866 for African-American students, representing a 282 point gap, and 924 for Hispanic students, representing a 224 point gap). Between 2005 and 2008, average scores increased for all students overall while participation rates remained steady.
- In 2008, 26% 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 (24 for white students and 17 for African-American students, representing a 7 point gap, and 18 for Hispanic students, representing a 6 point gap). Between 2005 and 2008, average scores increased for Asian students only while participation rates increased for all student groups.
- In 2008, 30% of the district's juniors and seniors took an AP exam (34% of white students and 21% of African-American students, representing a 13 point gap, and 23% of Hispanic students, representing an 11 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 49% (64% for white students and 14% for African-American students, representing a 50 point gap, and 29% for Hispanic test takers, representing a 35 point gap). Between 2005 and 2008, nearly all student groups increased their participation rates, but passing rates only increased for white students.

### **ADEQUATE YEARLY PROGRESS**

The Broad Prize reviews district AYP status each year.

- The district met AYP in 2005, 2006, 2007, and 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 85% vs. 85% of schools in the state.