

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Broward County 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 Broward County Public Schools in Fort Lauderdale, Florida. 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

- Between 2005 and 2008, the district narrowed achievement gaps between African-American and white students and Hispanic and white students in math at all school levels.
- In 2008, all subgroups in the district performed at higher absolute proficiency rates than their peers in the rest of the state in math.
- In 2008, all subgroups in the district demonstrated higher rates at the highest achievement level than the rest of the state in math.
- In 2008, the district outperformed other districts in Florida that serve students with similar family income levels in math at all school levels and in reading at the middle and high school levels.
- Between 2005 and 2008, the district showed better than expected improvement than other similar Florida school districts in reading and math at all school levels.
- Between 2005 and 2008, participation rates on SAT, ACT, and Advanced Placement exams increased for nearly all student subgroups. During this period, both participation rates and average scores increased for African-American seniors taking the SAT exam.

#### 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 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, 9 gaps are closing (33%). However, 33% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Florida and 0% 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 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, 16 gaps are closing (59%). In addition, 11% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Florida and 0% 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 rest of the state* in reading, the district does so in 14 instances in 2008 (78%). Nearly all subgroups in the district are performing at higher absolute proficiency rates at the middle and high school levels in reading than their peers in the rest of the state (11 of the 14 instances).
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of the state* in reading, the district only does so in 6 instances (33%). In reading, the district is most frequently improving faster than the state at the high school level (4 of 6 instances).
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in all 18 instances in 2008 (100%). All subgroups in the district 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 rest of the state* in math, the district does so in 3 instances (17%). All 3 instances occur at the high school level.

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.

- Of 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in reading, the district does so in 12 instances in 2008 (67%), primarily at the middle and high school levels.
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in reading, the district does so in only 2 instances (11%).
- Of 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in math, the district does so in all 18 instances in 2008 (100%).
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in math, the district does so in only 1 instance (6%). In math, only Hispanic students at the elementary level are improving faster at the highest achievement level compared to their peers in the rest of the state.

### **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, 2 of 3 performance residuals (elementary, middle and high school) are positive (67%) and 3 of 3 improvement residuals are positive (100%).

- In math, 3 of 3 performance residuals (elementary, middle and high school) are positive (100%) and 3 of 3 improvement residuals are positive (100%).

### **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 no change for the period 2003-2006 (the most recent publicly available data) for all students. Similarly, no change can be seen for African-American students, while an average annual decrease can be seen for Hispanic students (-3 percentage points per year) and an average annual increase can be seen for white students (1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 61% of its students overall, 66% of its white students, 51% of its African-American students, and 62% 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 966 (1,040 for white students and 869 for African-American students, representing a 171 point gap, and 958 for Hispanic students, representing a 82 point gap). Between 2005 and 2008, participation rates for African-American and Hispanic students have exhibited an average annual increase; during this same period, African-American students also increased their average scores, while average scores for Hispanic students remained stable.
- In 2008, 52% 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 19 (21 for white students and 17 for African-American students, representing a 4 point gap, and 19 for Hispanic students, representing a 2 point gap). Between 2005 and 2008, participation rates increased while average scores remained stable for all subgroups.
- In 2008, 23% of the district's students took an AP exam (26% of white students and 12% of African-American students, representing a 14 point gap, and 28% of Hispanic students, representing a 2 point gap). The percent of tests taken with scores of 3 or above for all test-takers in the district in 2008 was 49% (53% for white test-takers and 27% for African-American test takers, representing a 26 point gap, and 53% for Hispanic test takers, representing a 0 point gap). Between 2005 and 2008, participation rates for all student groups increased, while the percent of tests scoring 3 or higher stayed steady.

### **ADEQUATE YEARLY PROGRESS**

The Broad Prize reviews district AYP status each year.

- The district met AYP in 2005, but did not meet AYP in 2006, 2007 or 2008
- The percent of schools in the district meeting AYP targets in 2008 was 31% vs. 24% of schools in the state.