

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Charleston County 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 Charleston County School District in Charleston, South Carolina. 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

- Between 2005 and 2008, participation rates on the SAT and Advanced Placement exams increased for African-American students.
- In 2008, the district outperformed other districts in South Carolina that serve students with similar family income levels in reading at all school levels and in math at the elementary and middle school levels.
- Between 2005 and 2008, the district showed better than expected improvement than other South Carolina school districts that serve students with similar family income levels in math at all school levels and in reading at the elementary and middle school levels.
- Between 2005 and 2008, the district did not narrow any of its achievement gaps in reading and math at the elementary and middle school levels.
- In 2008, all of the district's internal achievement gaps in reading and math were among the largest in the state.
- In 2008, low-income students did not perform at higher rates than their peers in the rest of the state in reading or in math at any school level.
- In 2006, the average graduation rate for white students was 69% compared to 46% for African-American students, representing a 23 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 18 potential gap closures in reading (2005-2008) between African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 5 gaps are closing (28%). In addition, 0% of internal reading achievement

gaps in 2008 are among the smallest (top two deciles) in the state of South Carolina while 100% of internal reading gaps are among the largest in the state (bottom two deciles).

- Of the 18 potential gap closures in math (2005-2008) between African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 5 gaps are closing (28%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of South Carolina 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 16 possible opportunities to *demonstrate higher proficiency rates than the state in reading*, the district does so in 10 instances in 2008 (63%). All students overall, white students, and non-low income students are performing at higher absolute proficiency rates in reading than their peers in the rest of the state at all school levels. Low-income students are not performing at higher rates in reading than their peers at any school level.
- From 2005-2008, of 15 possible opportunities to *improve faster than the state in reading*, the district does so in 6 instances (40%).
- Of 16 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 10 instances in 2008 (63%). White and non-low income students at all school levels are performing at higher absolute proficiency rates in math than their peers in the rest of the state. Low-income students are not performing at higher rates in math than their peers at any school level.
- From 2005-2008, of 15 possible opportunities to *improve faster than the state in math*, the district does so in 9 instances (60%).

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 16 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in reading*, the district does so in 9 instances in 2008 (56%). All students overall, white students, and non-low income students are performing at higher absolute proficiency rates in reading than their peers in the rest of the state at all school levels. Low-income and African-American students are not performing at higher rates in reading than their peers at any school level.
- From 2005-2008, of 15 possible opportunities to *improve faster than the state at the highest achievement level in reading*, the district does so in 5 instances (33%). The district demonstrates faster improvement in reading relative to the state for white and non-low income students at the elementary and middle school levels and for non-low income students at the high school level. Low-income and African-American students are not improving faster in reading than their peers at any school level.
- Of 16 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 10 instances in 2008 (63%). All students overall, white students, and non-low income students are performing at higher absolute proficiency rates in reading than their peers in the rest of the state at all school levels. Low-income and African-American students are not performing at higher rates in math than their peers at any school level.

- From 2005-2008, of 15 possible opportunities to *improve faster than the state at the highest achievement level* in math, the district does so in 9 instances (60%). The district demonstrates faster improvement in math relative to the state at the all school levels with all students overall, white students, and non-low income students. Low-income and African-American students are not improving faster in math than their peers at any school level.

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, 3 of 3 performance residuals (elementary, middle and high school) are positive (100%) and 2 of 3 improvement residuals are positive (67%).
- In math, 2 of 3 performance residuals (elementary, middle and high school) are positive (67%) 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 an average annual increase of 2 percentage points per year for the period 2003-2006 (the most recent publicly available data) for all students.
- Using the average for all three graduation rates, the district is graduating an estimated 55% of its students overall, 69% of its white students and 46% of its African-American students.

COLLEGE READINESS

The Broad Prize analyzes SAT, ACT and Advanced Placement (AP) scores and participation rates as proxies for college readiness.

- In 2008, 59% 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 979 (1,080 for white students and 820 for African-American students, representing a 260 point gap). Between 2005 and 2008, Asian, Hispanic, and white students increased their average scores; during the same period, participation rates increased for all students overall and for African-American students.
- In 2008, 31% 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 20 (23 for white students and 16 for African-American students, representing a 7 point gap). Between 2005 and 2008, there was no increase in the average score for the district; during the same period, participation rates increased for all students overall and for white students.
- In 2008, 17% of the district's juniors and seniors took an AP exam (23% of white students and 9% of African-American students, representing a 14 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 64% (74% for white test-takers and 31% for African-American test takers, representing a 43 point gap). Between 2005 and 2008, the participation rates for all available student groups increased 2 percentage points per year on average.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005, 2006, 2007 or 2008.

- The percent of schools in the district meeting AYP targets in 2008 was 30% vs. 19% of schools in the state.