

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Cincinnati 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 Cincinnati Public Schools in Cincinnati, Ohio. Additional details on the data described below may be found in the 2009 district data report available at www.broadprize.org.

A special note regarding Ohio student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, in 2006, the middle school level reading test and all three levels of the math test changed. As a result, 2006 data were not comparable to previous years.

KEY STRENGTHS AND WEAKNESSES

- Between 2005 and 2008, participation rates on the SAT, ACT and Advanced Placement exams increased for African-American students.
- Between 2005 and 2008, the district narrowed only one out of 18 achievement gaps in reading.
- In 2008, all of the district's internal achievement gaps at the elementary and middle school levels were among the largest in the state.
- In 2008, the district showed lower-than-expected performance compared to other districts in Ohio that serve students with similar family income levels in reading and math at all school levels.
- Between 2005 and 2008, the district showed lower-than-expected improvement compared to other similar districts in Ohio in math at all school levels and in reading at the elementary and middle school levels.
- Using the average for all three graduate rates, the district is graduating an estimated 47% of its students overall. This is one of the lowest graduation rates 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 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, only 1 gap is closing (6%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Ohio while 67% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 18 potential gap closures in math (2006-2008) between African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 8 gaps are closing (44%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Ohio while 67% 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 15 possible opportunities to *demonstrate higher proficiency rates than the state in reading*, the district does so in 3 instances in 2008 (20%). Only African-American, white, and low income students at the high school level are performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2008, of 15 possible opportunities to *demonstrate better improvement rates than the state in reading*, the district does so in 7 instances (47%).
- Of 15 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 4 instances in 2008 (27%).
- From 2005-2008, of 15 possible opportunities to *demonstrate better improvement rates than the state in math*, the district does so in 12 instances (80%).

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 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in reading*, the district does so in 5 instances in 2008 (33%).
- 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 11 instances (73%).
- Of 15 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 (33%).
- 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 10 instances (67%). All subgroups at the elementary are improving faster than the state at the highest achievement 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, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 1 of 3 improvement residuals is positive (33%).
- 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 2 percentage points per year for the period 2003-2006 (the most recent publicly available data) for all students. A positive trend can also be seen for white students (16 percentage points per year), while there is a decrease for African-American students (-2 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 47% of its students overall, 59% of its white students, and 45% 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, 30% 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 983 (1,126 for white students and 864 for African-American students, representing a 262 point gap). Between 2005 and 2008, the average score for the district decreased; however, participation rates have increased for all students overall and for African-American students.
- In 2008, 54% 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 (24 for white students and 17 for African-American students, representing a 7 point gap). Between 2005 and 2008, only Asian students increased their average scores; during this period, participation rates increased for all students overall and for African-American students.
- In 2008, 11% of the district's juniors and seniors took an AP exam (25% of white students and 5% of African-American students, representing a 20 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 79% (87% for white test-takers and 54% for African-American test takers, representing a 33 point gap). Between 2005 and 2008, the participation rate for African-American students increased 1 percentage point 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 37% vs. 64% of schools in the state.