

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Clark 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 Clark County School District in Las Vegas, Nevada. 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 Nevada student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. At the elementary and middle school levels, test data for the non-low income subgroup were not available prior to 2008. At the high school level, non-low income data were not available.

KEY STRENGTHS AND WEAKNESSES

- Participation rates on the SAT, ACT and Advanced Placement exams have increased for all student groups.
- Between 2005 and 2008, the district narrowed over 70% of its reading and math achievement gaps between African-American and white students and between Hispanic and white students.
- Between 2005 and 2008, of 26 possible opportunities to improve proficiency rates faster than the rest of the state in reading and math, the district does so in 21 instances.
- Between 2005 and 2008, of 26 possible opportunities to improve faster than the rest of the state at the highest achievement level in reading and math, the district does so in 22 instances.
- Between 2005 and 2008, the district showed better than expected improvement than other Nevada school districts that serve students with similar family income levels in math at all school levels (elementary, middle, high) and in reading at the elementary and middle school levels (the only two available for reading).
- In 2008, no student group in the district at the middle or high school level performed at higher absolute proficiency rates in reading or in math than their peers in the rest of the state.

- Average graduation rates for all students overall decreased an average of 4 percentage points per year between 2003 and 2006. This decline is one of the largest 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 15 potential gap closures in reading (2005-2008) between Hispanic and white students, and African-American and white students at the elementary, middle and high school levels, 12 gaps are closing (80%). However, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Nevada while 25% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 15 potential gap closures in math (2005-2008) between Hispanic and white students, and African-American and white students at the elementary, middle and high school levels, 10 gaps are closing (67%). However, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Nevada while 25% 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%). All three instances of higher absolute proficiency rates in reading occur at the elementary school level.
- From 2005-2008, of 13 possible opportunities to *improve faster than the rest of the state* in reading, the district does so in 11 instances (85%). The district's subgroups are improving faster relative to the state with the exception of Hispanic and low-income students at the high school level.
- Of 14 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in 3 instances in 2008 (21%). All three instances of higher absolute proficiency rates in math occur at the elementary school level.
- From 2005-2008, of 13 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 10 instances (77%). Asian, Hispanic, and low-income students at the high school level are not improving faster than their peers in the state.

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 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in reading, the district does so in 4 instances in 2008 (27%).
- From 2005-2008, of 13 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in reading, the district does so in 11 instances (85%). Only Asian and Hispanic students at the high school level are not improving faster than their peers.
- Of 14 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in math, the district does so in 6 instances in 2008 (43%).

- From 2005-2008, of 13 possible opportunities to *improve faster than the rest of the state at the highest achievement level in math*, the district does so in 11 instances (85%). The district's Hispanic, white, and low-income students demonstrated faster improvement in math relative to their peers in the state at all school levels.

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, 1 of 3 performance residuals (elementary, middle and high school) is positive (33%) and 2 of 2 improvement residuals are positive (100%).
- In math, 0 of 2 performance residuals (elementary, middle and high school) are positive (0%) 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 decrease of -4 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 white students (-3 percentage points per year), African-American students (-4 percentage points per year), and for Hispanic students (-3 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 49% of its students overall, 57% of its white students, 40% of its African-American students, and 41% 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, 32% 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 988 (1,025 for white students and 878 for African-American students, representing a 147 point gap, and 939 for Hispanic students, representing an 86 point gap). Between 2005 and 2008, there has been a decrease in the average score for all subgroups; however, between 2006 and 2008, participation rates have increased about 2 percentage points per year on average for all subgroups.
- In 2008, 22% 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 17 for African-American students, representing a 6 point gap, and 18 for Hispanic students, representing a 5 point gap). Between 2005 and 2008, the average score for the district has remained stable while participation rates have increased 2 percentage points per year on average.
- In 2008, 13% of the district's juniors and seniors took an AP exam (14% of white students and 6% of African-American students, representing a 7 point gap, and 9% of Hispanic students, representing a 5 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% (55% for white test-takers and 30% for African-American test takers, representing a 25 point gap, and 40% for Hispanic test takers, representing a 15 point gap). The participation rate for all student

groups has increased 1 percentage point per year on average, while the percent of tests scoring 3 or higher has either stayed stable or declined.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2006, but met AYP in 2005, 2007 and 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 53% vs. 62% of schools in the state.