

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Corpus Christi 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 Corpus Christi Independent School District in Corpus Christi, Texas. 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, the district narrowed all of its internal achievement gaps at the middle and high school levels between African-American and Hispanic students and white students. The district also narrowed all of its external gaps at the middle and high school levels between its African-American and Hispanic students and the state's white students.
- In 2008, all student groups at the elementary school level demonstrated higher rates at the highest achievement level than the state in reading.
- In 2008, the district outperformed other districts in Texas that serve students with similar family income levels in reading at all school levels. Between 2005 and 2008, the district showed better than expected improvement than other similar Texas school districts in reading at the middle and high school levels.
- Between 2005 and 2008, the district only narrowed one out of 18 achievement gaps at the elementary school level.
- Of 18 possible opportunities to demonstrate higher proficiency rates than the state in math, the district does so in only 2 instances in 2008 (11%).
- Average graduation rates for all students overall, African-American, and Hispanic students decreased between 2003 and 2006.
- Between 2005 and 2008, participation rates on the SAT, ACT, and Advanced Placement exams decreased for almost all student groups.

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%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Texas 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 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, 14 gaps are closing (52%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Texas 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 state in reading*, the district does so in 10 instances in 2008 (56%). All student groups at the elementary school level 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 7 instances (39%).
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 2 instances in 2008 (11%). Only African-American students at the elementary and middle school levels 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 7 instances (39%).

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 9 instances in 2008 (50%). All student groups at the elementary school level are demonstrating higher rates at the highest achievement level than the state in reading.
- 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 7 instances (39%).
- Of 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 4 instances in 2008 (22%). African-American students at all school levels are demonstrating higher rates at the highest achievement level than the state in math.
- 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 5 instances (28%). Nearly all instances occur at the middle school level (4 of the 5 instances).

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, 1 of 3 performance residuals (elementary, middle and high school) is positive (33%) and 2 of 3 improvement residuals are positive (67%).

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 -1 percentage point per year for the period 2003-2006 (the most recent publicly available data) for all students. A similar negative trend can be seen for African-American students (-1 percentage point per year) and Hispanic students (-1 percentage point per year), while there was no change for white students.
- Using the average for all three graduation rates, the district is graduating an estimated 67% of its students overall, 80% of white students, 55% of African-American students and 63% 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, 41% 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 945 (1,055 for white students and 820 for African-American students, representing a 235 point gap, and 901 for Hispanic students, representing a 154 point gap). Between 2005 and 2008, average scores increased for nearly all student groups while participation rates decreased for most student groups.
- In 2008, 15% 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 (23 for white students and 16 for African-American students, representing a 7 point gap, and 17 for Hispanic students, representing a 6 point gap). Between 2005 and 2008, average scores increased for white students only while participation rates decreased for all student groups.
- In 2008, 14% of the district's juniors and seniors took an AP exam (17% of white students, 9% of African-American students, representing an 8 point gap, and 11% of Hispanic students, representing a 6 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 32% (43% for white students and 18% for African-American students, representing a 25 point gap, and 23% for Hispanic test takers, representing a 20 point gap). Between 2005 and 2008, African-American and Hispanic students increased their passing rates, but participation rates decreased for all student groups.

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 85% vs. 85% of schools in the state.