

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Des Moines 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 Des Moines Public Schools in Des Moines, Iowa. 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).

**A special note regarding Iowa student achievement data:** Data were not available for some subgroups in 2008 and test data for the non-low income subgroup were not available prior to 2008. State totals were used as rest-of-state estimates could not be calculated.

#### KEY STRENGTHS AND WEAKNESSES

- Average graduation rates, for all students overall and for white, African-American, and Hispanic students separately, increased from 2003 to 2006.
- The district is only closing 22% of its achievement gaps overall. Moreover, it is not closing any of its gaps between African-American and white students, nor is it closing any of its achievement gaps in reading and math at the high school level.
- In 2008, no student group in the district performed at higher absolute proficiency rates in reading or in math than their peers in the state.
- In 2008, only 10% of juniors and seniors in the district took at least one AP exam.
- Between 2005 and 2008, participation rates for all student subgroups declined, with the exception of Asian students.

#### 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 Hispanic and white students at the elementary, middle, and high school levels, 3 gaps are closing (17%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest in the state of Iowa (top two deciles) and 14% 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 Hispanic and white students at the elementary, middle and high school levels, 4 gaps are closing (22%). However, 14% of internal math achievement gaps in 2008 are among the smallest in the state of Iowa (top two deciles) and 14% 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 rates than the rest of the state and whether or not the district is improving proficiency rates faster than the rest of the state.

- Of 14 possible opportunities to *demonstrate higher proficiency rates than the state in reading*, the district does so in 0 instances in 2008 (0%).
- From 2005-2008, of 17 possible opportunities to *improve faster than the state in reading*, the district does so in only 1 instance (6%). The only student group in which the district is improving faster than the state is Hispanic students at the middle school level.
- Of 15 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 0 instances in 2008 (0%).
- From 2005-2008, of 17 possible opportunities to *improve faster than the state in math*, the district does so in only 4 instances (24%). At the middle school level, all subgroups except for African American students are improving proficiency rates faster than 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 14 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in reading*, the district does so in 0 instances in 2008 (0%).
- Of 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 0 instances in 2008 (0%).

### **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. *For Des Moines, no data were available for 2005, 2006, and 2008.*

### **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 4 percentage points per year for the period 2003-2006 (the most recent publicly available data) for all students. A similar positive trend can be seen for African American students (3 percentage points per year), Hispanic students (1 percentage points per year), and white students (4 percentage points per year).
- Using the average for all three graduation rates, in 2006 the district graduated an estimated 76% of its students overall, 71% of its African-American students, 65% of its Hispanic students, and 79% of its white students.

## **COLLEGE READINESS**

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

- In 2008, 42% 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 18 for African-American and Hispanic students, representing a 5 point gap). From 2005 to 2008, there was no change in the average ACT score for the district, while participation rates decreased for all subgroups except Asian students.
- In 2008, 8% of the district's juniors and seniors took an AP exam (10% of white students and 3% of African-American and Hispanic students, representing 7 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 70% (72% for white test-takers and 38% for African-American test takers, representing a 34 point gap, and 75% for Hispanic test takers, representing a -3 point gap). Between 2005 and 2008, participation rates largely remained flat, while trends for passing rates were mixed.

## **ADEQUATE YEARLY PROGRESS**

The Broad Prize reviews district AYP status each year. *Overall district AYP results were not reported by the state education agency.*