

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for El Paso 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 El Paso Independent School District in El Paso, 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 86% of its achievement gaps in reading and math.
- Between 2005 and 2008, the district showed better than expected improvement than other Texas school districts that serve students with similar family income levels in math at all school levels (elementary, middle, high) and in reading at the middle and high school levels.
- In 2008, half of the district's internal achievement gaps were among the largest in the state of Texas.
- Of 31 possible opportunities to demonstrate higher proficiency rates than the state in reading and math, the district did so in 3 instances in 2008 (10%). In particular, no student groups performed at higher absolute proficiency rates in reading than their peers in the rest of the state.
- In 2008, the district showed lower-than-expected performance compared to other districts in Texas that serve students with similar family income levels in reading at all school levels and in math at the middle and high school levels.
- Using the average for all three graduation rates, the district is graduating an estimated 79% of its white students and 60% of its Hispanic students, representing a 19 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 Hispanic and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 14 gaps are closing (78%). In addition, 0% of internal reading achievement gaps in

- 2008 are among the smallest (top two deciles) in the state of Texas while 50% 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 Hispanic and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 17 gaps are closing (94%). 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 15 possible opportunities to *demonstrate higher proficiency rates than the state in reading*, the district does so in 0 instances in 2008 (0%). No student groups 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 *improve faster than the state in reading*, the district only does so in 10 instances (67%). All student groups at the middle and high school levels are improving faster than their peers in the rest of the state.
- Of 16 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 3 instances in 2008 (19%). All three instances occur at the elementary school level.
- From 2005-2008, of 15 possible opportunities to *improve faster than the state in math*, the district does so in 13 instances (87%). Only white and non-low income students at the elementary school level are not improving faster than the state in math.

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 3 instances in 2008 (20%). Hispanic students at the elementary and high school levels and white students at the high school level are demonstrating higher rates at the highest achievement level than the state in reading.
- 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 6 instances (40%). The district is primarily improving faster than the state at the middle school level (5 of the 6 instances).
- Of 16 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 7 instances in 2008 (44%).
- 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 8 instances (53%). The district is primarily improving faster than the state at the middle school level (5 of the 8 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, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) 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 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 no change for the period 2003-2006 (the most recent publicly available data) for all students. Similarly, no change can be seen for Hispanic students, while there was an average annual increase for white students (1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 63% of its students overall, 79% of white students and 60% 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, 55% 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 933. Between 2005 and 2008, average scores decreased while participation rates increased.
- In 2008, 13% 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 20 for Hispanic students, representing a 3 point gap). Between 2005 and 2008, there was not much change in average scores or participation rates.
- In 2008, 17% of the district's juniors and seniors took an AP exam (19% of white students and 10% of Hispanic students, representing a 9 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 33% (43% for white students and 29% for Hispanic test takers, representing a 14 point gap). Between 2005 and 2008, participation rates increased for Hispanic students while passing rates for Hispanic students remained flat.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district met AYP in 2005, 2006, and 2007, but did not meet AYP in 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 80% vs. 85% of schools in the state.