

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Fort Worth 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 Fort Worth Independent School District in Fort Worth, Texas. 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).

#### KEY STRENGTHS AND WEAKNESSES

- Participation rates on the SAT and Advanced Placement exams have increased for nearly all student groups from 2005 to 2008.
- In 2008, no subgroups in the district performed at higher absolute proficiency rates than their peers in the rest of the state in reading or in math.
- From 2005-2008, of 36 possible opportunities to improve faster than the state in reading and math, the district did so in only 3 instances (8%).
- In 2008, 61% of the district's internal achievement gaps were among the largest in the state of Texas.
- 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 and math at all school levels. Between 2005 and 2008, the district also showed lower-than-expected improvement compared to other similar districts in Texas in reading and math at all school levels.

#### 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, 9 gaps are closing (33%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Texas while 67% 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, 7 gaps are closing (26%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Texas and 56% 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 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 18 possible opportunities to *improve faster than the state in reading*, the district only does so in 3 instances (17%). All instances occur at the middle school level.
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 0 instances in 2008 (0%). No student groups 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 0 instances (0%).

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 only 1 instance in 2008 (6%). Only white students at the middle 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 0 instances (0%).
- Of 18 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%).
- 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 0 instances (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.

- In reading, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 0 of 3 improvement residuals are positive (0%).
- 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 no change for the period 2003-2006 (the most recent publicly available data) for all students. Similarly, no change can be seen for African-American students, Hispanic students, and white students.
- Using the average for all three graduation rates, the district is graduating an estimated 58% of its students overall, 70% of white students, 55% of African-American students and 54% 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 922 (1,073 for white students and 813 for African-American students, representing a 260 point gap, and 869 for Hispanic students, representing a 204 point gap). Between 2005 and 2008, average scores and participation rates simultaneously increased for Hispanic students.
- 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 18 (23 for white students and 16 for African-American students, representing a 7 point gap, and 18 for Hispanic students, representing a 5 point gap). Between 2005 and 2008, average scores remained steady while participation rates increased for African-American and white students only.
- In 2008, 23% of the district's juniors and seniors took an AP exam (35% for white students, 12% for African-American students, representing a 23 point gap, and 21% for Hispanic students, representing a 14 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 26% (44% for white students and 12% for African-American students, representing a 32 point gap, and 11% for Hispanic test takers, representing a 33 point gap). Between 2005 and 2008, African-American and white students increased their passing rates while all student groups increased their participation rates.

## **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 72% vs. 85% of schools in the state.