

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Garland 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 Garland Independent School District in Garland, 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

- In 2008, the district outperformed other districts in Texas that serve students with similar family income levels in reading and math at the elementary and middle school levels. Between 2005 and 2008, the district showed better than expected improvement than similar Texas school districts in reading and math at the elementary and middle school levels.
- Between 2005 and 2008, the district narrowed 74% of its achievement gaps in reading and 63% of its achievement gaps in math. In particular, the district narrowed its internal district gaps at all school levels in reading and in math. In addition, the district narrowed its external gaps in reading at all school levels and in math and the elementary and middle school levels.
- In 2008, nearly all subgroups performed at higher absolute proficiency rates than their peers in the rest of the state in math. In addition, nearly all subgroups performed at higher absolute proficiency rates than the state in reading at the elementary and middle school levels.
- Using the average for all three graduate rates, the district graduated an estimated 70% of its African-American students and 65% of its Hispanic students. These are among the highest graduation rates for these subgroups of the eligible districts.
- The district met AYP every year from 2005 to 2008.
- 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 the high school level. Between 2005 and 2008, the district also showed lower-than-expected improvement compared to other similar Texas districts in reading and math at the high school level.

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, 20 gaps are closing (74%). However, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Texas while 11% 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, 17 gaps are closing (63%). However, 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).

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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 11 instances in 2008 (61%). The district is primarily demonstrating higher proficiency rates at the elementary and middle school levels (10 of the 11 instances).
- From 2005-2008, of 18 possible opportunities to *improve faster than the state in reading*, the district only does so in 5 instances (28%). 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 16 instances in 2008 (89%). Only non-low income students at the middle and high school levels are not 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%). Nearly all instances (6 of the 7 instances) occur at the middle school level.

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 12 instances in 2008 (67%).
- 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 12 instances (67%). The district is improving faster than the state at the elementary and middle school levels (all 12 instances).
- Of 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 9 instances in 2008 (50%). All student subgroups at the elementary school level are demonstrating higher rates than the state (6 of the 12 instances).

- 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 12 instances (67%). African-American students at all school levels are improving faster than the state.

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, 2 of 3 performance residuals (elementary, middle and high school) are positive (67%) and 2 of 3 improvement residuals are positive (67%).
- In math, 2 of 3 performance residuals (elementary, middle and high school) are positive (67%) 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 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 an average annual decrease can be seen for African-American students (-3 percentage points per year). Only white students increased their graduation rates during this period (1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 72% of its students overall, 81% of white students, 70% of African-American students and 65% 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, 39% 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 998 (1,053 for white students and 889 for African-American students, representing a 164 point gap, and 952 for Hispanic students, representing a 101 point gap). Between 2005 and 2008, both average scores and participation rates decreased for nearly all student groups.
- In 2008, 19% 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 20 (22 for white students and 18 for African-American students, representing a 4 point gap, and 19 for Hispanic students, representing a 3 point gap). Between 2005 and 2008, average scores remained steady while participation rates increased only for white students.
- In 2008, 20% of the district's juniors and seniors took an AP exam (24% of white students, 11% of African-American students, representing a 13 point gap, and 13% of Hispanic students, representing an 11 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 35% (40% for white students and 19% for African-American students, representing a 21 point gap, and 27% for Hispanic test takers, representing a 13 point gap). Between 2005 and 2008, only Asian students increased their passing rates while both Hispanic and white students increased their participation rates.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district met AYP in 2005, 2006, 2007 and 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 85% vs. 85% of schools in the state.