

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Guilford County 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 Guilford County Schools in Greensboro, North Carolina. Additional details on the data described below may be found in the 2009 district data report available at www.broadprize.org.

A special note regarding North Carolina student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, at the elementary and middle school levels, reading test standards and inclusion policies changed in 2007 and 2008 respectively. As a result, neither year was comparable to previous years. At the high school level, the reading test changed in 2007 and was not comparable to previous years. Math test standards and inclusion policies changed at all levels in 2007. As a result, 2007 data were not comparable to previous years.

KEY STRENGTHS AND WEAKNESSES

- Between 2007 and 2008, the district narrowed nearly all of its achievement gaps in math.
- In 2008, nearly all subgroups at the middle school level performed at higher absolute proficiency rates in reading and math than their peers in the state.
- In 2008, the district outperformed other districts in North Carolina that serve students with similar family income levels in math at all available school levels. In addition, between 2005 and 2008, the district showed better than expected improvement than similar school districts in North Carolina in math at all school levels.
- Between 2005 and 2008, participation rates on the SAT exam for the district's African-American seniors increased by 4 percentage points per year, on average. This is one of the largest average increases among the eligible districts.
- In 2006, the average graduation rate for white students was 82% compared to 48% for African-American students, representing a 34 point gap.
- Average graduation rates for all students overall and for African-American students experienced average annual decreases between 2003 and 2006.

ACHIEVEMENT GAPS

The Broad Prize analysis looks at whether or not a district is closing achievement gaps among income and ethnic groups.

- Of 3 potential gap closures in reading (2007-2008) between Hispanic and white students, African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 2 gaps are closing (67%). However, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of North Carolina while 44% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 21 potential gap closures in math (2007-2008) between Hispanic and white students, African-American and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 17 gaps are closing (81%). However, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of North Carolina while 22% 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 12 possible opportunities to *demonstrate higher proficiency rates than the state* in reading, the district does so in 8 instances in 2008 (67%). All student groups at the middle school level, except for Asian students, are performing at higher absolute proficiency rates in reading than their peers in the rest of the state (6 of the 8 instances).
- Of 12 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 10 instances in 2008 (83%). All student groups at the middle school level, except for Asian students, are performing at higher absolute proficiency rates in math than their peers in the rest of the state (6 of the 8 instances).
- From 2007-2008, of 12 possible opportunities to *improve faster than the state* in math, the district does so in 6 instances (50%). All student groups at the middle school level except Hispanic students are improving faster than their peers in the rest of the state (5 of the 6 instances).

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 12 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 (75%). All student groups at the middle school level, except for Asian students, are demonstrating higher rates at the highest achievement level in reading than their peers in the rest of the state.
- Of 12 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in 11 instances in 2008 (92%). Only Hispanic students at the middle school level did not demonstrate higher rates than their peers in the rest of the state.
- From 2007-2008, of 12 possible opportunities to *improve faster than the state at the highest achievement level* in math, the district does so in 7 instances (58%). The district most frequently improves faster than the state at the middle school level (5 of the 7 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, 1 of 2 performance residuals (elementary and middle school) is positive (50%) and 1 of 3 improvement residuals is positive (33%).
- In math, 2 of 2 performance residuals (elementary and middle school) are positive (100%) 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 an average annual decrease of -2 percentage points 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 (-4 percentage points per year) and Hispanic students (-13 percentage points per year) 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 65% of its students overall, 82% of its white students, 48% of its African-American students, and 38% 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, 67% 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 991 (1,084 for white students and 846 for African-American students, representing a 238 point gap). Between 2005 and 2008, African-American students simultaneously increased their participation and passing rates.
- In 2008, 34% of the district's juniors and seniors took an AP exam (45% of white students and 16% of African-American students, representing a 29 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 44% (51% for white test-takers and 19% for African-American test takers, representing a 32 point gap). Between 2005 and 2008, the percent of tests scoring 3 or higher increased for all student groups.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005, 2006, 2007 or 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 31% vs. 31% of schools in the state.