

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for School District of Hillsborough County

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 the School District of Hillsborough County in Tampa, Florida. 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, participation rates on the SAT, ACT and Advanced Placement exams increased for all student groups.
- Between 2005 and 2008, the district showed lower-than-expected improvement compared to other similar districts in Florida in reading at all school levels and in math at the middle and high school levels.
- Between 2005 and 2008, the district did not close any of its achievement gaps in reading at any school levels nor in math at the middle school level. In addition, several of the district's internal achievement gaps are among the largest in the state.
- From 2005-2008, of 36 possible opportunities to improve faster than the rest of the state in reading and math, the district did so in 6 instances (17%). All six instances occurred at the elementary school level.
- Between 2003 and 2006, graduation rates decreased for all students overall, and for African-American, Hispanic, and white students separately.

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 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, 0 gaps are closing (0%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Florida while 56% 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 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, 10 gaps are closing (37%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Florida and 44% 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 rest of the state* in reading, the district does so in 3 instances in 2008 (17%). All three instances occur at the high school level.
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of the state* in reading, the district does so in 2 instances (11%). Both instances occur at the elementary school level.
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in 5 instances in 2008 (28%).
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 3 instances (17%). All three instances occur at the elementary school level.

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 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in reading, the district does so in 6 instances in 2008 (33%). White and non-low income students in the district are demonstrating higher rates at the highest achievement level than the rest of the state at all school levels.
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of 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 rest of the state* in math, the district does so in 8 instances in 2008 (44%). White and non-low income students at all school levels and all students overall at the elementary and high school levels are demonstrating higher rates at the highest achievement level than the state.
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in math, the district does so in only 1 instance (6%).

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 3 performance residuals (elementary, middle and high school) is positive (33%) and 0 of 3 improvement residuals are positive (0%).

- In math, 2 of 3 performance residuals (elementary, middle and high school) are positive (67%) and 1 of 3 improvement residuals is positive (3%).

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 (-1 percentage point per year) for the period 2003-2006 (the most recent publicly available data) for all students. A similar trend can be seen for African-American students (-3 percentage points per year), Hispanic students (-4 percentage points per year), and white students (-2 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 62% of its students overall, 66% of its white students, 49% of its African-American students, and 59% 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, 56% 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 1,000 (1,051 for white students and 878 for African-American students, representing a 173 point gap, and 951 for Hispanic students, representing a 100 point gap). Between 2005 and 2008, participation rates for all student groups exhibited an average annual increase while average scores primarily decreased.
- In 2008, 48% 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 17 for African-American students, representing a 5 point gap, and 18 for Hispanic students, representing a 4 point gap). Between 2005 and 2008, all subgroups increased their participation rates while average scores stayed steady.
- In 2008, 29% of the district's juniors and seniors took an AP exam (33% of white students and 14% of African-American students, representing a 19 point gap, and 25% of Hispanic students, representing an 8 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 39% (42% of white test-takers and 22% for African-American test takers, representing a 20 point gap, and 37% for Hispanic test takers, representing a 5 point gap). Between 2005 and 2008, participation rates increased for all student subgroups while passing rates decreased for all student subgroups.

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 22% vs. 24% of schools in the state.