

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Montgomery County Public 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 Montgomery County Public Schools in Rockville, Maryland. 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).

**A special note regarding Maryland student achievement data:** The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, in 2006, tests used for math accountability at the high school level changed from end-of-grade to end-of-course tests. Therefore, results from previous years were not considered comparable. In 2008, Maryland changed its reporting standards for the high school assessment. As a result, 2008 high school test results were not comparable to previous years and were not included in change calculations.

#### KEY STRENGTHS AND WEAKNESSES

- Between 2005 and 2008, the district narrowed 75% of its achievement gaps in reading and math. In particular, it narrowed all of its achievement gaps at the middle school level in reading and math.
- Between 2005 and 2008, participation rates on Advanced Placement exams increased for all student groups an average of 2 percentage points per year.
- In 2008, nearly all student groups in the district performed at higher absolute proficiency rates in reading and in math than their peers in the rest of the state at all school levels. In 2008, the district's student subgroups demonstrated higher rates at the highest achievement level in reading and math than their peers in the rest of the state in 91% of comparisons.
- In 2008, the district outperformed other districts in Maryland that serve students with similar family income levels in reading and math at all school levels.
- Using the average for three graduate rates measures, the district graduated an estimated 83% of its students overall, 90% of its white students, 74% of its African-American students, and 72% of its Hispanic students in 2006. These are among the highest rates of the eligible districts.

- In 2008, 78% of the district's internal achievement gaps in math were among the largest in the state.

### **ACHIEVEMENT GAPS**

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

- Of 26 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, 22 gaps are closing (85%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Maryland while 33% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 26 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, 17 gaps are closing (65%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Maryland while 78% 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 17 possible opportunities to *demonstrate higher proficiency rates than the state in reading*, the district does so in all 17 instances in 2008 (100%).
- From 2005-2008, of 17 possible opportunities to *improve faster than the state in reading*, the district does so in 3 instances (18%). All three instances occur at the middle school level.
- Of 17 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 16 instances in 2008 (94%). Only low-income students at the elementary school level are not performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2005-2008, of 17 possible opportunities to *demonstrate better improvement rates than the state in math*, the district does so in 5 instances (29%).

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 17 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in reading*, the district does so in all 17 instances in 2008 (100%).
- From 2005-2008, of 17 possible opportunities to *improve faster than the state at the highest achievement level in reading*, the district does so in 11 instances (65%). No student groups at the high school level are improving faster at the highest achievement level than their peers in the state.
- Of 17 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 14 instances in 2008 (82%). Only Hispanic students did not demonstrate higher rates in math at any school level.

- From 2005-2008, of 17 possible opportunities to *improve faster than the state at the highest achievement level* in math, the district does so in 5 instances (29%). The district demonstrates faster improvement in math relative to the state primarily at the high school level (4 of the 5 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, 3 of 3 performance residuals (elementary, middle and high school) are positive (100%) and 2 of 3 improvement residuals are positive (67%).
- In math, 3 of 3 performance residuals (elementary, middle and high school) are positive (100%) and 1 of 3 improvement residuals is positive (33%).

### **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, there is no change in the graduation rate of African-American students, while there was a decrease for Hispanic students (-2 percentage points per year) and increase for white students (1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 83% of its students overall, 90% of its white students, 74% of its African-American students, and 72% 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, 70% 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 1,082 (1,163 for white students and 892 for African-American students, representing a 271 point gap, and 961 for Hispanic students, representing a 202 point gap). Between 2005 and 2008, only Asian and white students increased their average scores and only Hispanic students increased their participation rates.
- In 2008, 22% 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 24. Between 2005 and 2008, the average score remained flat; however, participation rates increased 3 percentage points per year on average for all students overall.
- In 2008, 42% of the district's juniors and seniors took an AP exam (46% of white students and 20% of African-American students, representing a 26 point gap, and 27% of Hispanic students, representing a 19 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 71% (76% for white test-takers and 47% for African-American test takers, representing a 29 point gap, and 59% for Hispanic test takers, representing a 17 point gap). Between 2005 and 2008, the participation rates for all student groups increased by 2 percentage points per year on average, while the percent of tests scoring 3 or higher decreased for all student groups.

### **ADEQUATE YEARLY PROGRESS**

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005 and 2008, but met AYP in 2006 and 2007.
- The percent of schools in the district meeting AYP targets in 2008 was 93% vs. 83% of schools in the state.