

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Orange 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 Orange County Public Schools in Orlando, Florida. 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

- Between 2005 and 2008, participation rates on the SAT, ACT and Advanced Placement exams increased for all student groups. During the period, the average annual change in ACT participation rates for all students overall, and African-American and Hispanic students separately, were among the highest of the eligible districts.
- Between 2005 and 2008, the district showed better than expected improvement than other Florida school districts that serve students with similar family income levels in reading at all school levels and in math at the middle and high school levels.
- In 2008, 56% of the district's internal reading gaps were among the largest in the state of Florida and 67% of the district's internal math gaps were among the largest in the state.
- Between 2005 and 2008, the district did not narrow any of its internal district vs. internal state gaps. That is, the district is not making any better progress with its internal gaps than the state is making with its internal gaps.
- Between 2005 and 2008, almost none of the subgroups at the elementary or middle school levels demonstrated faster improvement rates than their peers in the rest of the state in reading or in math.

#### 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, 5 gaps are closing (19%). 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, 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 Florida and 67% 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 9 instances in 2008 (50%). African-American and white students at all school levels 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 rest of the state* in reading, the district does so in 7 instances (39%). The district demonstrates faster improvement in reading relative to the state primarily at the high school level (6 of the 7 instances).
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in 6 instances in 2008 (33%). White students at all school levels and African-American students at the middle and high school levels are demonstrating higher proficiency rates than their peers in the rest of the state in math.
- From 2005-2008, of 18 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 7 instances (39%). The district demonstrates faster improvement in math relative to the state primarily at the high school level (6 of the 7 instances).

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 7 instances in 2008 (39%). White and non-low-income students at all school levels are demonstrating higher rates in reading than their peers in the rest of the state.
- 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 only 1 instance (6%).
- 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 9 instances in 2008 (50%). White and non-low-income students at all school levels are demonstrating higher rates in math than their peers in the rest of 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 2 instances (11%).

## 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 3 of 3 improvement residuals are positive (100%).
- In math, 1 of 3 performance residuals (elementary, middle and high school) is positive (33%) 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, there was no change during this period for African-American and white students while there was an average annual decrease for Hispanic students (-1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 61% of its students overall, 69% of its white students, 49% of its African-American students, and 57% 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, 55% 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 981 (1,064 for white students and 857 for African-American students, representing a 207 point gap, and 927 for Hispanic students, representing a 137 point gap). Between 2005 and 2008, participation rates for all student subgroups exhibited an average annual increase while only white students simultaneously increased their average scores.
- 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 19 (22 for white students and 16 for African-American students, representing a 6 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 remained flat or declined slightly.
- In 2008, 24% of the district's juniors and seniors took an AP exam (29% of white students and 13% of African-American students, representing a 16 point gap, and 20% of Hispanic students, representing a 9 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 42% (49% for white test-takers and 18% for African-American test takers, representing a 31 point gap, and 40% for Hispanic test takers, representing a 9 point gap). Between 2005 and 2008, participation rates increased for all student subgroups while passing rates decreased for nearly 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 20% vs. 24% of schools in the state.