

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Prince George's 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 Prince George's County Public Schools in Upper Marlboro, Maryland. 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 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 nearly all of its internal and external district gaps between African-American and white students.
- Between 2005 and 2008, the percentage of juniors and seniors taking at least one Advanced Placement exam increased by 3 percentage points per year on average for all student groups. This is one of the highest annual increases among the eligible districts.
- In 2008, of 34 possible opportunities to demonstrate higher proficiency rates than the state in math, the district does so in only 3 instances (9%).
- In 2008, the district showed lower-than-expected performance compared to other districts in Maryland that serve students with similar family income levels in reading and math at all school levels. Between 2005 and 2008, the district also showed lower-than-expected improvement compared to other similar districts in Maryland in math at all school levels and in reading at the elementary and high school levels.
- Using the average for all three graduation rates, the district is demonstrating an average annual decrease of -2% for the period 2003-2006 (the most recent publicly available data) for all students overall. This is one of the highest declines among the eligible districts.

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, 17 gaps are closing (63%). In addition, 29% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Maryland while 29% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 23 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, 12 gaps are closing (52%). In addition, 14% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Maryland while 14% 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 2 instances in 2008 (12%). Only African-American and low income students at the high school level 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 state* in reading, the district does so in 9 instances (50%). All students overall and non-low-income students are improving faster than their peers in the rest of the state at all school levels (6 of the 9 instances).
- Of 17 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in only 1 instance in 2008 (6%). Only African-American students at the middle school level are 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 9 instances (53%). All subgroups at the high school level are demonstrating better improvement rates in math than the state.

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 2 instances in 2008 (12%). African-American and white students at the high school level demonstrate 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 state at the highest achievement level* in reading, the district does so in 3 instances (17%). White students at the elementary and high school levels and low income students at the high school level are demonstrating faster improvement in reading relative to 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 2 instances in 2008 (12%).
- 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 4 instances (24%).

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, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 1 of 3 improvement residuals is positive (33%).
- In math, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 0 of 3 improvement residuals are positive (0%).

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 white students (-1 percentage point per year), African-American students (-2 percentage points per year), and for Hispanic students (-4 percentage points per year).
- Using the average for all three graduation rates, the district is graduating an estimated 68% of its students overall, 67% of its white students, 68% of its African-American students, and 61% 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 852 (1,105 for white students and 824 for African-American students, representing a 281 point gap, and 836 for Hispanic students, representing a 269 point gap). Between 2005 and 2008, participation rates increased 2 percentage points per year on average for African-American, Hispanic, and white students, but mean total scores decreased for all student subgroups except for white students.
- In 2008, 21% of the district's juniors and seniors took an AP exam (33% of white students and 18% of African-American students, representing a 15 point gap, and 19% of Hispanic students, representing a 14 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 28% (65% for white test-takers and 16% for African-American test takers, representing a 49 point gap, and 36% for Hispanic test takers, representing a 29 point gap). Between 2005 and 2008, the participation rate for all student groups increased by 3 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, 2006, 2007 or 2008.

- The percent of schools in the district meeting AYP targets in 2008 was 74% vs. 83% of schools in the state.