

## THE 2009 BROAD PRIZE FOR URBAN EDUCATION

### Summary of District Data Report for Richardson Independent School District

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 Richardson Independent School District in Richardson, Texas. 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, the district narrowed 85% of its achievement gaps in reading and math.
- In 2008, all student groups at all school levels performed at higher absolute proficiency rates in reading and math than their peers in the rest of the state. In addition, in 2008, of 36 possible opportunities to demonstrate higher rates at the highest achievement level than the rest of the state in reading and math, the district did so in 35 instances (97%).
- In 2008, the district outperformed other districts in Texas that serve students with similar family income levels in reading and math at all school levels. Between 2005 and 2008, the district showed better than expected improvement than other similar Texas school districts in reading at all school levels and in math at the elementary and middle school levels.
- In 2008, 29% of the district's juniors and seniors took an Advanced Placement exam. This was one of the highest participation rates among the eligible districts. In addition, between 2005 and 2008, participation rates on the AP exams increased for all student groups.
- In 2006, the district graduated an estimated 87% of white students, compared to 46% of its African-American students and 52% of its Hispanic students, resulting in a 41 percentage point and 35 percentage point gap, respectively.

#### 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 African-American and white students, Hispanic and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 24 gaps are closing (89%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the

state of Texas while 0% 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 African-American and white students, Hispanic and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 22 gaps are closing (81%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Texas and 11% 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 state in reading*, the district does so in all 18 instances in 2008 (100%). All student groups 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 6 instances (33%). African-American, Hispanic, and low income subgroups at the elementary and middle school levels are improving faster than the state in reading.
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in all 18 instances in 2008 (100%). All student groups are performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2005-2008, of 18 possible opportunities to *improve faster than the state in math*, the district does so in 4 instances (22%).

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 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in reading*, the district does so in 17 instances in 2008 (94%).
- 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 13 instances (72%). All student groups at the middle school level are improving faster than the state (6 of the 13 instances).
- Of 18 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 18 instances in 2008 (100%). All student groups are demonstrating higher rates at the highest achievement level than the state.
- From 2005-2008, of 18 possible opportunities to *improve faster than the state at the highest achievement level in math*, the district does so in 14 instances (78%).

**Comment [nq1]:** No – no comparisons could be made for Asian students.

### 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 3 of 3 improvement residuals are positive (100%).

- In math, 3 of 3 performance residuals (elementary, middle and high school) are positive (100%) 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 an average annual decrease of -1 percentage point 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 (-2 percentage points per year), while there was no change for Hispanic students and there was an increase for white students (1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 69% of its students overall, 87% of white students, 46% of African-American students and 52% 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, 62% 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 1,052 (1,115 for white students and 905 for African-American students, representing a 210 point gap, and 961 for Hispanic students, representing a 154 point gap). Between 2005 and 2008, average scores and participation rates simultaneously increased for African-American students.
- In 2008, 33% 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 23 (24 for white students and 19 for African-American students, representing a 5 point gap, and 20 for Hispanic students, representing a 4 point gap). Between 2005 and 2008, African-American and Asian students increased average scores while Asian and Hispanic students increased their participation rates.
- In 2008, 29% of the district's juniors and seniors took an AP exam (38% of white students, 11% of African-American students and 18% of Hispanic students). The percent of tests taken with scores of 3 or above for all junior and senior test-takers in the district in 2008 was 55% (58% for white students and 40% for African-American and Hispanic students, representing an 18 point gap). Between 2005 and 2008, only Asian students increased their passing scores but all student groups increased participation rates.

### **ADEQUATE YEARLY PROGRESS**

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2006 or 2007, but met AYP in 2005 and 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 94% vs. 85% of schools in the state.