

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for San Antonio 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 San Antonio Independent School District in San Antonio, Texas. 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, all but one of the district's external gaps were narrowing in reading and math.
- In 2009, 46% of the district's Hispanic seniors took the SAT test and 26% of the district's junior and senior Hispanic students took at least one Advanced Placement exam. These participation rates were among the highest of the eligible districts.
- In 2008, no student group in the district performed at higher absolute proficiency rates in reading or in math than their peers in the rest of the state.
- In 2008, the district showed lower-than-expected performance compared to other districts in Texas that serve students with similar family income levels in math at all school levels. Between 2005 and 2008, the district also showed lower-than-expected improvement compared to other similar districts in math at all school levels.
- Between 2003 and 2006, graduation rates declined an average of 1 percentage point per year.
- In 2009, the percent of tests taken with scores of 3 or above for all Hispanic junior and senior test-takers in the district in 2008 was 9%. This is one of the lowest passing rates 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 15 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, 9 gaps are closing (60%). 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 15 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, 9 gaps are closing (60%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Texas and 0% 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 15 possible opportunities to *demonstrate higher proficiency rates than the state in reading*, the district does so in 0 instances in 2008 (0%). No students are performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2005-2008, of 15 possible opportunities to *improve faster than the state in reading*, the district only does so in 11 instances (73%). All subgroups at the elementary and middle school level are improving faster than the state in reading (10 of the 11 instances).
- Of 15 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 0 instances in 2008 (0%). No students are performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2005-2008, of 15 possible opportunities to *improve faster than the state in math*, the district does so in 6 instances (40%).

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 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in reading*, the district does so in 0 instances in 2008 (0%).
- From 2005-2008, of 15 possible opportunities to *improve faster than the state at the highest achievement level in reading*, the district does so in only 1 instance (7%). Only non-low income students at the middle school level are improving faster than the state in reading.
- Of 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 0 instances in 2008 (0%). No students are demonstrating higher rates at the highest achievement level than the state.
- From 2005-2008, of 15 possible opportunities to *improve faster than the state at the highest achievement level in math*, the district does so in only 1 instance (7%). Only non-low income students at the middle school level are improving faster than the state in math.

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, 0 of 3 performance residuals (elementary, middle and high school) is positive (0%) and 0 of 3 improvement residuals is 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 -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 Hispanic students (-1 percentage point per year) and African-American students (-1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 54% of its students overall, 51% of African-American students and 54% 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, 48% 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 811 (921 for white students and 742 for African-American students, representing a 179 point gap, and 815 for Hispanic students, representing a 106 point gap). Between 2005 and 2008, average scores decreased for all student groups while participation rates increased for all students overall and for Hispanic students.
- In 2008, 24% 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 17 (20 for white students and 15 for African-American students, representing a 5 point gap, and 17 for Hispanic students, representing a 3 point gap). Between 2005 and 2008, there was no change in the average scores while Hispanic students increased their participation rates.
- In 2008, 26% of the district's juniors and seniors took an AP exam (23% for African-American students and 26% for 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 9% (22% for white students and 3% for African-American students, representing a 19 point gap, and 9% for Hispanic test takers, representing a 13 point gap). Between 2005 and 2008, only Asian students increased their passing scores while all students overall and Hispanic students increased participation rates.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district met AYP in 2005 and 2006, but did not meet AYP in 2007 or 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 73% vs. 85% of schools in the state.