

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for School District U-46

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 School District U-46 in Elgin, Illinois. 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 Illinois student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. In 2008, testing policies for English Language Learners (ELLs) changed; as a result, 2008 proficiency rates were not considered comparable and were not included in change calculations. In addition, scoring standards for the math test in grade 8 changed in 2006; as a result, previous years' middle school data were not comparable.

KEY STRENGTHS AND WEAKNESSES

- Nearly all student groups in the district at the elementary and middle school level are increasing proficiency rates in reading and math faster than their peers in the rest of the state.
- Between 2005 and 2007, the district showed better than expected improvement than other Illinois school districts that serve students with similar family income levels in reading and math at all school levels (elementary, middle, high).
- Between 2005 and 2007, the district did not narrow any of its achievement gaps in reading or in math at the high school level.
- In 2008, no student group in the district at the high school level performed at higher absolute proficiency rates in reading or in math than their peers in the rest of the state.
- Between 2003 and 2006, graduation rates decreased for African-American and Hispanic students.
- In 2008, only 10% of juniors and seniors took an AP exam.

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 (2005-2007) between African-American and white students, Hispanic and white students, and low-income and non-low-income students at the elementary and middle school levels, 13 gaps are closing (48%). However, 0% of internal reading achievement gaps in 2008 are among the smallest in the state of Illinois (top two deciles) and 67% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 27 potential gap closures in math (2005-2007) 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, 16 gaps are closing (59%). However, 0% of internal math achievement gaps in 2008 are among the smallest in the state of Illinois (top two deciles) and 22% 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 rates 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 4 instances in 2008 (22%). Three of the four instances occurred at the middle school level.
- From 2005-2007, of 18 possible opportunities to *improve faster than the rest of the state* in reading, the district does so in 11 instances (61%). All 11 instances occurred at the elementary and middle school levels.
- Of 18 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in 11 instances in 2008 (61%). All 11 instances occurred at the elementary and middle school levels.
- From 2005-2007, of 18 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 12 instances (67%). Only one instance out of the 12 occurred at the high school level.

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 only 1 instance in 2008 (6%). The only subgroup demonstrating higher rates than the state in reading is white students at the middle school level.
- From 2005-2007, 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 8 instances (44%). All 8 instances occurred at the elementary and middle school levels.
- 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 12 instances in 2008 (67%). All subgroups for which a comparison could be made at the elementary and middle school levels demonstrated higher rates at the highest level than their peers in the rest of the state (12 of the 12 instances).
- From 2005-2007, 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 12 instances (67%). All 12 instances occurred at the elementary and middle school levels.

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, 1 of 3 performance residuals (elementary, middle and high school) are positive (33%) and 3 of 3 improvement residuals are positive (100%).
- In math, 2 of 3 performance residuals (elementary, middle and high school) are positive (67%) and 3 of 3 improvement residuals are positive (100%).

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 (0%). A negative trend can be seen for African-American students (average annual decreases of -1 percentage point per year) and Hispanic students (average annual decreases of -2 percentage points per year), while graduation rates experienced average annual increases for white students (2 percentage points per year).
- Using the average for all three graduation rates, in 2006 the district graduated an estimated 78% of its students overall, 64% of its African-American students and Hispanic students, and 89% of its white students.

COLLEGE READINESS

The Broad Prize analyzes SAT, ACT and Advanced Placement (AP) scores and participation rates as proxies for college readiness.

- The mean composite ACT score for all senior test-takers in 2008 in the district was 19 (21 for white students and 16 for African-American students, representing a 5 point gap, and 17 for Hispanic students, representing a 4 point gap). From 2005 to 2008, there was no change in the average ACT score for the district.
- In 2008, 10% of the district's juniors and seniors took an AP exam (12% of white students and 3% of African-American students, representing a 9 point gap, and 5% of Hispanic students, representing a 7 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 53% (59% for white students and 45% for Hispanic students, representing a 14 point gap). From 2005 to 2008, Asian and Hispanic subgroups showed an average annual increase in participation rates, while passing rates for these two groups declined over this period.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district did not meet AYP in 2005, 2007 or 2008, but met AYP in 2006.
- The percent of schools in the district meeting AYP targets in 2008 was 49% vs. 67% of schools in the state.