

THE 2009 BROAD PRIZE FOR URBAN EDUCATION
Summary of District Data Report for Wake County 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 Wake County Schools in Raleigh, North Carolina. 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 North Carolina student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. However, at the elementary and middle school levels, reading test standards and inclusion policies changed in 2007 and 2008 respectively. As a result, neither year was comparable to previous years. At the high school level, the reading test changed in 2007 and was not comparable to previous years. Math test standards and inclusion policies changed at all levels in 2007. As a result, 2007 data were not comparable to previous years.

KEY STRENGTHS AND WEAKNESSES

- In 2008, the district's African-American students achieved higher proficiency rates than their counterparts statewide in reading and math at the elementary and middle school levels. In addition, a greater percentage of the district's African-American students performed at the highest achievement level on the state assessment compared with their counterparts statewide in reading and math at the elementary and middle school levels.
- Using the average for all three graduate rates, the district is graduating an estimated 76% of its students overall in 2006. This is one of the highest graduation rates among the eligible districts.
- In 2008, 72% of the district's seniors took the SAT exam. This is one of the highest participation rates among the eligible districts.
- In 2008, the district showed lower-than-expected performance compared to other districts in North Carolina that serve students with similar family income levels in reading and math at the elementary and middle school levels.
- In 2008, all of the district's internal gaps in reading and math were among the largest in the state of North Carolina.

- In 2006, the average graduation rate for white students was 85% compared to 60% for African-American students, representing a 25 point gap.

ACHIEVEMENT GAPS

The Broad Prize analysis looks at whether or not a district is closing achievement gaps among income and ethnic groups.

- Of 3 potential gap closures in reading (2008) between Hispanic and white students, African-American and white students, and low-income and non-low-income students at the high school level, 0 gaps are closing (0%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of North Carolina while 100% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 21 potential gap closures in math (2007-2008) 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, 10 gaps are closing (48%). However, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of North Carolina while 100% 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 12 possible opportunities to *demonstrate higher proficiency rates than the state* in reading, the district does so in 9 instances in 2008 (75%).
- Of 12 possible opportunities to *demonstrate higher proficiency rates than the state* in math, the district does so in 8 instances in 2008 (67%). Hispanic and low-income students are not demonstrating higher rates than their peers in the rest of the state.
- From 2007-2008, of 12 possible opportunities to *improve faster than the state* in math, the district does so in 0 instances (0%).

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 12 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in reading, the district does so in 10 instances in 2008 (83%). Low-income students are not demonstrating higher rates at the highest achievement level than their peers in the rest of the state.
- Of 12 possible opportunities to *demonstrate higher rates at the highest achievement level than the state* in math, the district does so in 9 instances in 2008 (75%).
- From 2007-2008, of 12 possible opportunities to *improve faster than the state at the highest achievement level* in math, the district does so in 0 instances (0%).

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 2 performance residuals (elementary and middle school) are positive (0%) and 2 of 3 improvement residuals are positive (67%).
- In math, 0 of 2 performance residuals (elementary and middle school) are positive (0%) 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 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 African-American students (-2 percentage points per year), Hispanic students (-2 percentage points per year), and white students (-1 percentage point per year).
- Using the average for all three graduation rates, the district is graduating an estimated 76% of its students overall, 85% of its white students, 60% 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, 72% 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 1,063 (1,110 for white students and 888 for African-American students, representing a 222 point gap). Between 2005 and 2008, only African-American students increased their participation rates while all student groups demonstrated a decrease in average scores.
- In 2008, 13% 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 22 (23 for white students and 18 for African-American students, representing a 5 point gap). Between 2005 and 2008, participation rates increased for all student groups while average scores remained steady.
- In 2008, 23% of the district's juniors and seniors took an AP exam (28% of white students and 6% of African-American students, representing a 22 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 75% (77% for white test-takers and 45% for African-American test takers, representing a 32 point gap). Between 2005 and 2008, the percent of tests scoring 3 or higher decreased for all students overall and African-American students while participation rates increased for 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 19% vs. 31% of schools in the state.