

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Wichita 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 Wichita Public Schools in Wichita, Kansas. 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 Kansas student achievement data: The Broad Prize typically includes data for the last four years (2005 – 2008) when analyzing average change over time. Test data for the non-low income subgroup were not available and therefore were not included in analyses. Because test standards changed in 2006, proficiency rates from previous years are not included in change calculations. At the high school level, new testing policies went into effect in 2008 and therefore, 2008 proficiency results are not included in change calculations.

KEY STRENGTHS AND WEAKNESSES

- Between 2003 and 2006, average graduation rates for all subgroups demonstrated an average annual increase.
- The district is narrowing nearly all of its achievement gaps in reading and math at the elementary school level.
- Between 2005 and 2008, participation rates on ACT and Advanced Placement exams increased for all student groups.
- The district is not closing any of its achievement gaps in reading or in math at the high school level. Half of the district's internal reading achievement gaps are among the largest in the state.
- No student group in the district is performing at higher absolute proficiency rates in reading or in math than their peers in the rest of the state.
- The district is not beating expectations in performance given the district's poverty level at any school level (elementary, middle, high), in any subject (reading and math). The district is only beating expectations in improvement at the elementary level in math.

ACHIEVEMENT GAPS

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

- Of 18 potential gap closures in reading (2006-2008) between Hispanic and white students, and African-American and white students at the elementary, middle and high school levels, 7 gaps are closing (39%). In addition, 0% of internal reading achievement gaps in 2008 are among the smallest (top two deciles) in the state of Kansas while 50% of internal reading gaps are among the largest in the state (bottom two deciles).
- Of the 18 potential gap closures in math (2005-2008) between Hispanic and white students, and African-American and white students at the elementary, middle and high school levels, 10 gaps are closing (56%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Kansas 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 rest of the state* in reading, the district does so in 0 instances in 2008 (0%). No subgroup in the district is performing at higher absolute proficiency rates in reading than their peers in the rest of the state.
- From 2006-2008, of 15 possible opportunities to *improve faster than the rest of the state* in reading, the district only does so in 1 instance (7%). The district is only improving faster relative to the state in elementary school reading with African-American students.
- Of 15 possible opportunities to *demonstrate higher proficiency rates than the rest of the state* in math, the district does so in 0 instances in 2008 (0%). No subgroup in the district is performing at higher absolute proficiency rates in math than their peers in the rest of the state.
- From 2006-2008, of 15 possible opportunities to *improve faster than the rest of the state* in math, the district does so in 5 instances (33%). All five instances occurred at the elementary 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 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in reading, the district does so in 0 instances in 2008 (0%).
- From 2006-2008, of 15 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in reading, the district does so in 0 instances (0%).
- Of 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the rest of the state* in math, the district does so in 0 instances in 2008 (0%).
- From 2006-2008, of 15 possible opportunities to *improve faster than the rest of the state at the highest achievement level* in math, the district does so in only 1 instance (7%). The district demonstrates faster improvement in math relative to the state at the elementary school level with Hispanic 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, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 0 of 3 improvement residuals are positive (0%).
- In math, 0 of 3 performance residuals (elementary, middle and high school) are positive (0%) and 1 of 3 improvement residuals are positive (33%).

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 increase of 2 percentage points per year for the period 2003-2006 (the most recent publicly available data) for all students. A similar positive trend can be seen for white students (2 percentage points per year), African-American students (4 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 67% of its students overall, 75% of its white students, 64% of its 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, 53% 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 21 (22 for white students and 17 for African-American students, representing a 5 point gap, and 19 for Hispanic students, representing a 3 point gap). Between 2005 and 2008, all subgroups increased their participation rates while scores have stayed steady.
- In 2008, 14% of the district's seniors took an AP exam (17% of white students and 5% of African-American students, representing a 12 point gap, and 9% of Hispanic students, representing an 8 point gap). The percent of tests taken with scores of 3 or above for all senior test-takers in the district in 2008 was 40% (45% for white test-takers and 18% for African-American test takers, representing a 27 point gap, and 19% for Hispanic test takers, representing a 26 point gap). Between 2005 and 2008, the participation rates for all student groups increased every year on average, while the percentages of tests scoring 3 or higher have decreased for all subgroups except for Asian students.

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 72% vs. 90% of schools in the state.