

THE 2009 BROAD PRIZE FOR URBAN EDUCATION

Summary of District Data Report for Ysleta 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 Ysleta Independent School District in El Paso, 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, the district narrowed achievement gaps between Hispanic students and the state's white students and between low-income students and the state's non-low income student in reading at all levels and in math at the elementary and middle school levels. During this same period, the district narrowed achievement gaps between Hispanic and white students and between low-income and non-low-income students in reading and math at the elementary and middle school levels.
- In 2008, Hispanic and low income students at all school levels performed at higher absolute proficiency rates in reading and in math than their peers in the rest of the state.
- 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
- In 2008, 85% of the district's seniors took the SAT exam. This was the highest participation rate on the SAT exam among the eligible districts.
- Using the average for all three graduation rates, the district is demonstrating an average annual decrease of -3 percentage points per year for the period 2003-2006 for all students overall. This is one of the largest declines 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 18 potential gap closures in reading (2005-2008) between Hispanic and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 10 gaps are closing (56%). 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 18 potential gap closures in math (2005-2008) between Hispanic and white students, and low-income and non-low-income students at the elementary, middle and high school levels, 8 gaps are closing (44%). In addition, 0% of internal math achievement gaps in 2008 are among the smallest (top two deciles) in the state of Texas while 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 7 instances in 2008 (47%). Hispanic and low income students at all school levels 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 5 instance (33%).
- Of 15 possible opportunities to *demonstrate higher proficiency rates than the state in math*, the district does so in 7 instances in 2008 (47%). All Hispanic and low income 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 5 instances (33%). All five instances occur at the elementary school level.

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 5 instances in 2008 (33%).
- 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 6 instances (40%). The district demonstrates faster improvement in reading relative to the state primarily at the elementary school level (5 of the 6 instances).
- Of 15 possible opportunities to *demonstrate higher rates at the highest achievement level than the state in math*, the district does so in 4 instances in 2008 (27%).
- 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 6 instances (40%). The district demonstrates faster improvement in math relative to the state at the elementary school level (5 of the 6 instances).

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, 3 of 3 performance residuals (elementary, middle and high school) are positive (100%) and 1 of 3 improvement residuals is 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 decrease of -3 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 Hispanic students (-4 percentage points per year) while 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 70% of its students overall, 82% of its white students, and 68% 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, 85% 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 793. Between 2005 and 2008, the average score for the district decreased while participation rates increased 2 percentage points per year on average.
- In 2008, 21% of the district's juniors and seniors took an AP exam (20% of white students and 19% of Hispanic students, representing a 1 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 18% (30% for white test-takers and 17% for Hispanic test takers, representing a 13 point gap). Between 2005 and 2008, passing and participation rates for Hispanic students remained steady.

ADEQUATE YEARLY PROGRESS

The Broad Prize reviews district AYP status each year.

- The district met AYP in 2005, 2006, and 2007, but did not meet AYP in 2008.
- The percent of schools in the district meeting AYP targets in 2008 was 75% vs. 85% of schools in the state.