

The Broad Symposium 2006

Making the Grade: The Broad Prize District Report Card

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September 18, 2006

Today's Agenda

- **Welcome and agenda review**
- **Overview of the 2006 selection process**
- Explanation of the 2006 data analysis
- Understanding your district report card

Step I: District Eligibility

All K-12 districts serving more than 100,000 students

All K-12 districts serving between 35,000 and 99,999 students with:

- At least 40% FRSL enrollment
- At least 40% minority enrollment
- Urban designation (locale code 1, 2 or 3 in the CCD data)

If no district from a state, then selected largest district with:

- At least 15,000 students
- Urban designation (locale code 1, 2 or 3 in the CCD data)

To complete 100 districts, added next three largest districts with:

- At least 40% FRSL enrollment
 - At least 40% minority enrollment
 - Urban designation (locale code 1, 2 or 3 in the CCD data)
- **Winners from previous three years are not eligible.**

Step II: Collection of Data

Data from states

- Collect four years of state-mandated achievement tests in reading and math (2002 – 2005).
- Test data disaggregated by income and ethnicity for every year.
- Test data aggregated across elementary grades (2-5), middle grades (6-8), and high school grades (9-12).

Data from districts

- Number of graduates and enrollment data to calculate graduation rates.
- SAT/ACT performance and participation rates, by income, ethnicity, and overall.
- Advanced Placement tests taken and passed by ethnicity and overall.

Other data

- State-by-state data from NAEP in 4th and 8th grade reading and mathematics.
- NAEP Trial Urban District Assessment (TUDA) for the 10 participating districts in 2003 and 11 in 2005.

Demographics

Overall Achievement

- Elementary, middle & high school
- Reading & math
- Performance & improvement

Achievement Gaps

- Ethnic gaps
- Income gaps

College Readiness

- Graduation rates
- SAT/ACT
- AP

Step IV: Site visits to finalists

- Built around NCEA's Best Practice School System Framework.
- Conducted over three consecutive days by educational research teams.
- Focuses on collection of evidence that is analyzed and evaluated by NCEA.

Step V: Selection Jury meeting

Step VI: National announcement event

Step VII: Showcasing finalist best practices

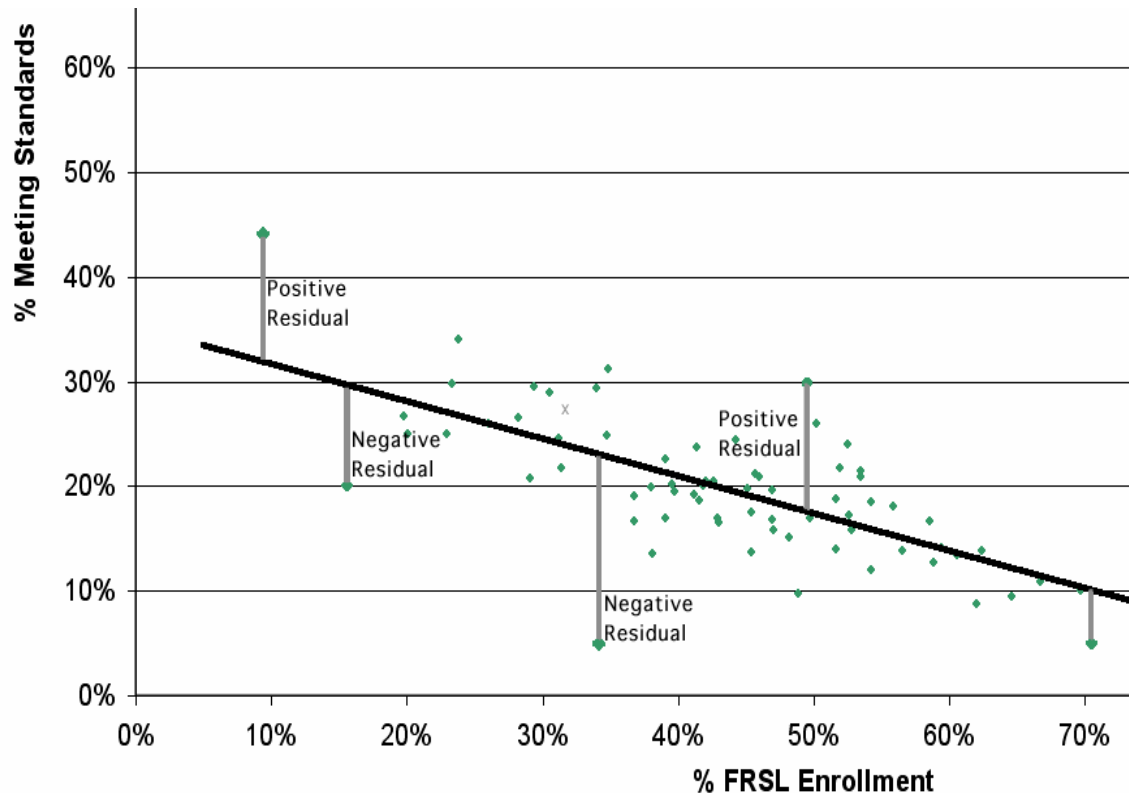
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Standardized Residuals from State Achievement Tests

- Determine the extent to which each district performed above or below expected levels for districts in the state with similar percentages of low-income students.
- Study this measure in the most recent two years (2004-2005) of data to determine district **performance**, and over a span of four years to determine district **improvement** (2004-2005 vs. 2002-2003).
- In each of six “areas”
 - Elementary Reading
 - Middle School Reading
 - High School Reading
 - Elementary Mathematics
 - Middle School Mathematics
 - High School Mathematics

Regression Analysis & Calculation of Standardized Residuals



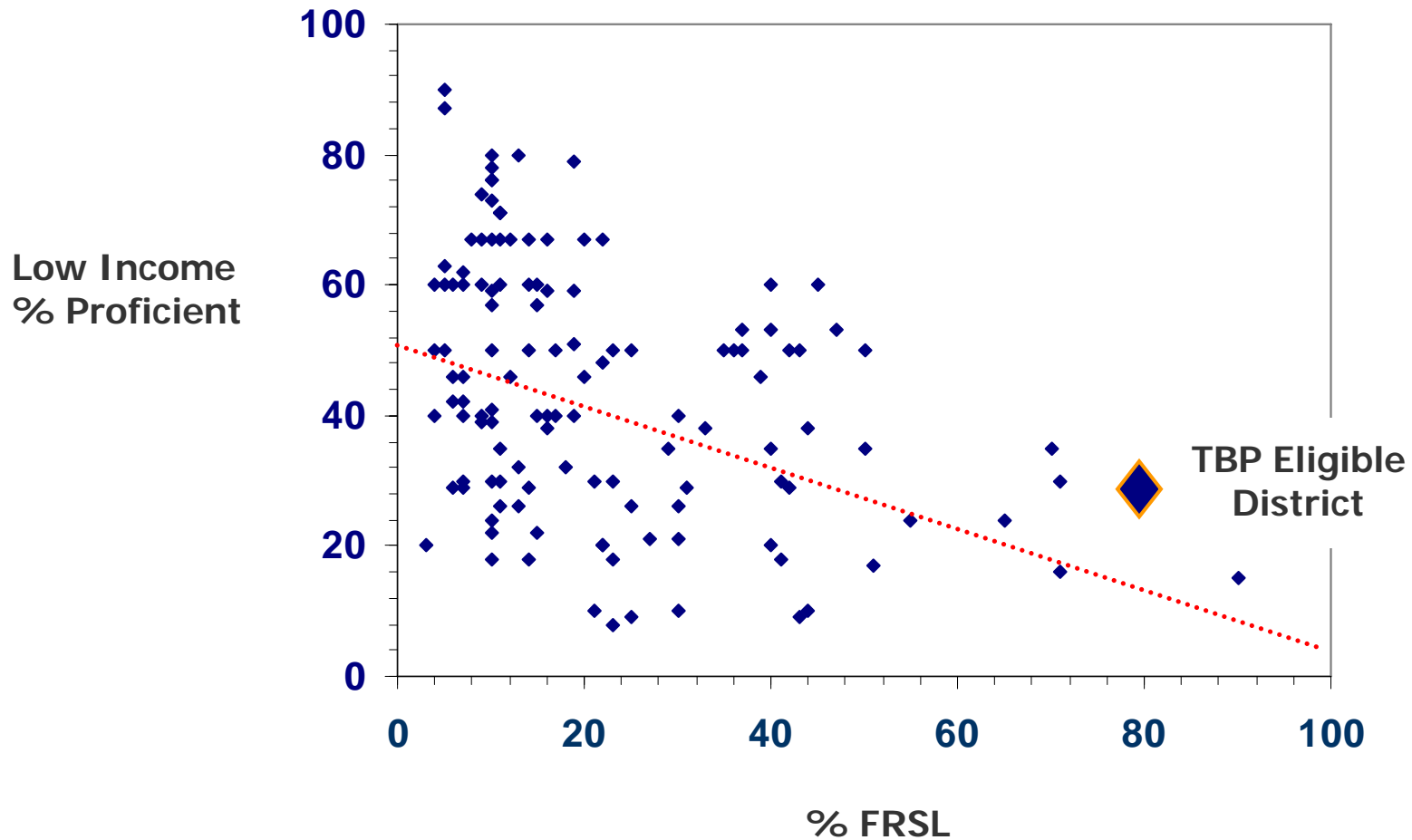
- Performance measures are based upon residuals.
- Residuals represent the amount above or below the “expected performance level” each district actually achieved.

Achievement Gap Measures

- **Internal gap:** performance of district's disadvantaged group minus the district's advantaged group.
- **Internal gap compared with the state:** district's disadvantaged–advantaged gap minus the state's disadvantaged–advantaged gap.
- **External gap:** performance of the district's disadvantaged group minus the state's advantaged group.
- **Standardized Regression Residuals:** performance (2004-2005) and improvement (2002-2003 vs. 2004-2005) for low income, African American, and Hispanic students.

Standardized Regression Residuals for Low Income Students

Low Income, Math, High School (2004)



Graduation Rates & College Readiness Data

Graduation Rates

- Manhattan Institute Rate
- Urban Institute Rate (Cumulative Promotion Index or CPI)
- Averaged Freshman Graduation Rate

SAT/ACT scores and participation rates

Advanced Placement subjects offered, exams taken, exams passed (score > 3)

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What is The Broad Prize “report card?”

The report card measures overall performance and improvement in student achievement and the widening or narrowing of achievement gaps among ethnic groups and between high-and low-income students.

Why use The Broad Prize “report card?”

We intend to help you compare where your district stands in relation to itself and in relation to similar low income districts in your state.

District Report Card (Page 3)

Data Explanation

This page provides definitions, explanations and calculations for the data

Your District's Data

This page presents your district's data as it was analyzed by NCEA

Internal Achievement Gaps (Reading)

The graphs on this page show trend lines from 2002 to 2005 reflecting the percentage of your district's disadvantaged students achieving proficiency or higher in reading versus the percentage of non-disadvantaged students with equivalent achieving proficiency or higher in reading.

Trend lines are drawn for three disadvantaged subgroups: low income students, African American students and Hispanic students, and advantaged subgroups: middle income students and White students. The trend line reflects the gap in the weighted average proficiency rate for each group across elementary, middle and high school.

Exam 1 Gap 2005 The difference in percentage points, between the number of disadvantaged students and advantaged students achieving proficiency or higher in 2005. Internal achievement gaps reflect the difference between proficiency levels of disadvantaged groups and advantaged groups within your district.

A negative number in the Gap column indicates that a gap exists between the disadvantaged group and the advantaged group.

Gap - The change in gap between disadvantaged students and advantaged students within the district from 2002 to 2005.

A positive number in the Gap - column indicates that the gap between the disadvantaged group and the advantaged group is closing. If a gap is closing, the Gap - is highlighted in gray.

Closed The consistent column are weighted average of the column based on enrollment in each grade level.

- ⊕ Both advantaged and disadvantaged group proficiencies are increasing. The gap is closing because the disadvantaged group proficiency is increasing at a faster rate than the advantaged group. This is the most desirable type of gap closure.
- ⊖ The gap is closing because the advantaged group proficiency is decreasing.
- ⊕ Both advantaged and disadvantaged group proficiencies are decreasing. The gap is closing because the advantaged group proficiency is decreasing at a faster rate than the disadvantaged group proficiency.

Exam 1 Exam

Year	Low Income (%)	Non-Low Income (%)
2002	30	48
2003	32	52
2004	35	55
2005	30	52

Exam 2 Exam

Year	Low Income (%)	Non-Low Income (%)
2002	30	48
2003	32	52
2004	35	55
2005	30	52

State Test Information (2002-2005)

State Test Information Analyzed

	2002	2003	2004	2005
Elementary				
Test Name:	ABST	ABST	ABST	ABST
Grades Tested:	3	3	3,4	3,4
Middle				
Test Name:	ABST	ABST	ABST	ABST
Grades Tested:	6,7,8	6,7,8	6,7,8	6,7,8
High				
Test Name:	ABST	ABST	ABST	ABST
Grades Tested:	10	10	10	10
HS Exit				
Test Name:				
Grades Tested:				

Data Availability

	2002	2003	2004	2005
Elem.	✓	✓	✓	✓
Middle	✓	✓	✓	✓
High	✓	✓	✓	✓
Notes:	<p>4th grade test first administered in 2004. Data for 4th grade included in performance residuals only.</p>			

State Test Information (2002-2005)

Performance Data

District	State
ABC	AB

Performance Residual for ALL Students

Elementary	
Reading	Math
-0.01	0.75

Middle	
Reading	Math
1.13	1.11

High	
Reading	Math
0.70	1.31

Average
0.83

Total Positive Residuals
5/6

Performance Residual for LOW INCOME Students

District	State
ABC	AB

Elementary	
Reading	Math
-0.31	0.09

Middle	
Reading	Math
0.47	0.35

High	
Reading	Math
0.56	1.03

Average
0.36

Total Positive Residuals
5/6

Performance Residual for AFRICAN AMERICAN Students

District	State
ABC	AB

Elementary	
Reading	Math
-0.26	-0.25

Middle	
Reading	Math
0.38	-0.03

High	
Reading	Math
0.12	0.35

Average
0.05

Total Positive Residuals
3/6

Performance Residual for HISPANIC Students

District	State
ABC	AB

Elementary	
Reading	Math
1.04	1.24

Middle	
Reading	Math
1.34	1.53

High	
Reading	Math
1.27	1.32

Average
1.29

Total Positive Residuals
6/6

Positive residuals, indicating that the district performed or improved better than expected, are shaded in gray. 0.0 in gray indicates a positive residual at the third decimal point.

State Test Information (2002-2005)

Improvement Data

District	State
ABC	AB

Improvement Residual for ALL Students

Elementary	
Reading	Math
0.38	0.47

Middle	
Reading	Math
0.29	0.09

High	
Reading	Math
0.16	0.13

Average
0.25

Total Positive Residuals
6/6

Improvement Residual for LOW INCOME Students

District	State
ABC	AB

Elementary	
Reading	Math
-0.21	0.13

Middle	
Reading	Math
-0.26	-0.33

High	
Reading	Math
-0.14	0.29

Average
-0.09

Total Positive Residuals
2/6

Improvement Residual for AFRICAN AMERICAN Students

District	State
ABC	AB

Elementary	
Reading	Math
-0.08	0.15

Middle	
Reading	Math
-0.01	0.05

High	
Reading	Math
0.01	0.38

Average
0.08

Total Positive Residuals
4/6

Improvement Residual for HISPANIC Students

District	State
ABC	AB

Elementary	
Reading	Math
0.89	1.06

Middle	
Reading	Math
0.75	1.07

High	
Reading	Math
0.87	0.72

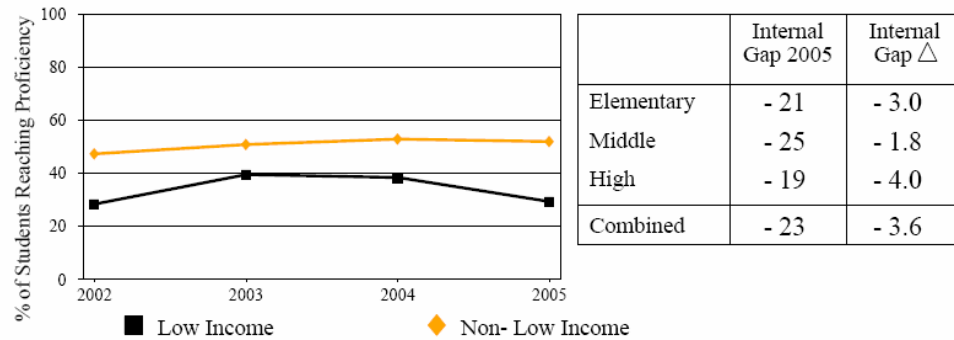
Average
0.90

Total Positive Residuals
6/6

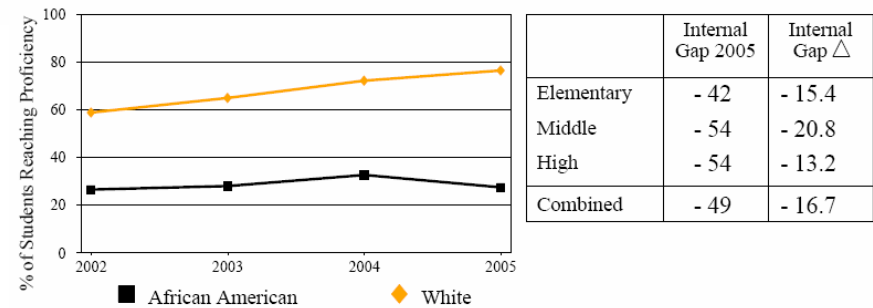
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Internal Achievement Gaps (Reading)

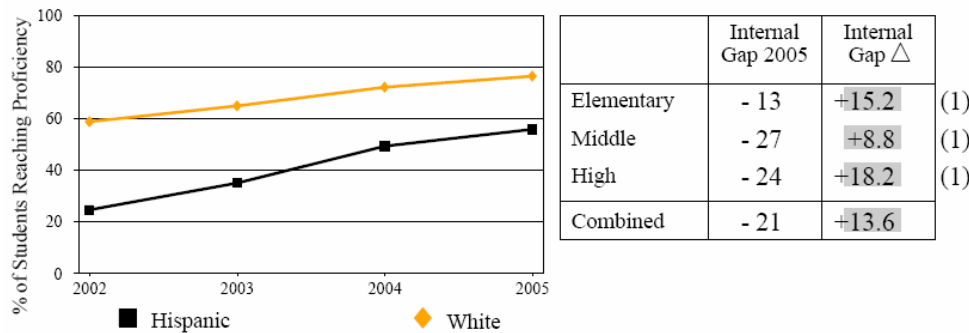
Internal Achievement Gap: Income Gap



Internal Achievement Gap: African American/White Gap



Internal Achievement Gap: Hispanic/White Gap



Elementary Reading – All Students

		2002	2003	2004	2005
Actual District Results	Actual % proficient	29.5	35.5	38.8	33.9
	Expected % proficient	35.2	35.0	38.7	34.1
	Residual (actual minus expected)	-5.71	0.54	0.12	-0.26
	Standard deviation of residuals	6.70	7.40	7.54	7.67
	Standard residual (actual – expected)/standard deviation	-0.85	0.07	0.02	-0.03
	Two-year averages (2003-04 and 2004-05 standard residuals)	-0.39		-0.01	
	Improvement (change in two-year average residual)	N/A		-0..38	
* What-If Scenarios	Simulated actual % proficient (input data in this row only)	44.5	50.5	53.8	48.9
	Modified standard deviation	1.39	2.10	2.01	1.92
	Modified two-year average	1.74		1.96	
	Improvement (change in two-year average residual)	N/A		0.22	
* What-if scenarios do not take into account the change in the statewide regression line and standard deviation of the regression residuals resulting from a given change in your district's proficiency rate.					

User-driven experimental data in this row

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